Recruitment Guidebook for AED Member Dealers
Recruiting Young People for Careers in the Construction Equipment Industry

“Well-Educated Local Students Become...
...Your Future High-Performance Technicians”

AED FOUNDATION
Constructing Paths to Opportunity

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Recruitment Guidebook for AED Member Dealers

Recruiting Young People for Careers in the Construction Equipment Industry

Equipment Dealers and Technical Schools Working Together to Address the Industry Technician Shortage

Benefits to Dealers
- Quality Entry-Level Employees
- Education Geared to Dealer Needs
- Increased Local Technician Availability
- Greater Impact – Collective Local Dealer Effort
- Satisfaction – Helping Schools & Students

Benefits to Schools
- Input from Local Businesses
- Program Resources
- Student Recruitment
- Student Placement
- Student Resources

Benefits to Students
- Career Information
- Career Guidance
- Potential Financial Resources
- Potential Local Employers
- Real-World Education

Established in 1919, Associated Equipment Distributors (AED) is an international trade association based in Oak Brook, IL, representing over 700 construction equipment distributors, manufacturers and industry-service firms nationwide. AED members sell, service and rent equipment to such markets as heavy and light construction, mining, agriculture, forestry, aggregates, engines and industrial. Established in 1991 and directed by AED members, The AED Foundation addresses professional education and workforce development in the industry. This includes accreditation of diesel-equipment technology college programs.
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Part 1 – Introduction and How to Use This Guidebook

Thank you for your commitment to development and recruitment of qualified technicians. Our industry offers wonderful technician career opportunities and it’s important for us to get out there and deliver that message.

This guidebook offers some ideas to help you develop local strategy and tactics that are effective in meeting your local technician recruitment needs. An effective strategy involves more than job ads, promotion and advertising. It’s more than donating money and materials to your local school. Students have many attractive technical career options and today’s job market requires a real grass roots approach. This includes, among other things: gaining students’ attention and interest for this career option, changing perceptions of the job and industry, working directly with and assisting students, and working with schools that effectively educate students.

The word “strategy” is important here, because dealers need to be working right now on recruiting and developing the technicians they will hire one, two or even five years down the road. That means a comprehensive local effort at the middle/junior high school, high school and post-secondary levels. Another key word here is “local.” There is no magic fix, and no one can do it all for you. Success depends on the local dealer and/or group of dealers that is committed to successfully addressing the situation.

The AED Foundation offers you assistance in your efforts, including this guidebook. You will find a variety of resources and workforce tools on www.AEDFoundation.org, many referenced in this guidebook, to assist AED member dealers with recruitment, workforce development and professional education. Once you hire a good employee, you want to retain him/her; management education and certification can assist you toward that goal. The Foundation offers industry- and position-specific self-study programs, seminars, and online training. Certifications are available in parts management, service management, rental management and branch operations management. The above resources are specifically designed to benefit AED member dealers; we encourage you to take advantage of them.

We wish you well in your technician recruitment and workforce development efforts. Those efforts not only benefit your company, but are a service to our industry as well.

Sincerely,
Steven A. Johnson
Vice President Foundation Operations
The AED Foundation
Part 2 – Where Do I Start?

Overview

Changing the Discussion on Diesel-Equipment Technician Careers;
Moving Beyond “Vo-Tech” to Career and Technical Education and “The Profession”

As an industry, we know that career and technical education is a far cry from what it was 30 or 40 years ago. Yet certain stereotypes continue to be present in the world of student career exploration and those who influence student career decisions. The diesel-equipment technician career has evolved into something that demands rigorous education and sophisticated skills and knowledge. Sometimes though, we in the industry can inadvertently contribute to the “old stereotypes” in the way we talk about these careers. Here are ten suggestions for you to consider when communicating about our industry that can help us present the technician career for the rewarding profession it is and get away from those stereotypes.

1.) Communicate to career decision-makers and decision-influencers in terms of the technician profession, which requires professional career preparation in high school and college. It’s “career and technical education,” not the old “vo-tech.” It’s “career and technical colleges,” not “vocational schools.” It’s “technician,” not “mechanic.” It may sound trite, but it’s not; our industry image is a serious issue that relates directly to technician recruitment.

2.) Point out that the industry is looking for students with excellent high school academic performance, especially in math, the sciences, and computer technology. This is a pre-requisite to ensure a successful college technical program experience. Some dealers have characterized the best technician candidates as those who have taken a “pre-engineering” type of course of study in high school.

3.) Emphasize the need for a diesel/equipment technology degree from a top-flight technical college as the foundation for a successful technician career. “Earning a degree” is important to many students and their career influencers, parents included.

4.) Let’s say a student technician prospect asks you about what an excellent diesel/technology degree program looks like. One could just refer them to a college and hope they follow-up. However, wouldn’t it be better to know enough about your local college program(s) to talk about the basics and hopefully better motivate the student to explore the career further? Three other things you may want to ask yourself before you refer a student to a college are: a.) does this college program reflect the “professionalism” we are talking about here?; b.) will this program provide the student with the skills and knowledge they are paying for?; and c.) would I hire someone from the college program?

5.) Focus on the sophistication and complexity of modern equipment; and how that relates to the academic rigor of the best diesel/equipment technology college programs. These are demanding academic programs for students who can meet that challenge.
6.) When looking at the service and/or other facilities at your dealerships, ask yourself this question. If I bring students, career counselors, parents and others into these facilities, does what they see reflect the “professional career” that we are talking about in this article, or does it reinforce the old stereotypes?

7.) Students exploring diesel/equipment technician careers will want to talk with not only dealer management, but with service managers and technicians as well. Are all these employees able to represent the career as it should be presented? You may want to educate these decision-influencers as to how to present the career honestly in a straight-forward fashion, but in the context of issues presented in this article.

8.) We need to do better in getting the word out on some key issues. For example: a.) No, these are not low paying jobs for those who cannot do something else. These are positions that offer excellent pay as well as personal and professional growth. Technicians have a real career opportunity; not merely a job. b.) Technician demand outlook is excellent as the economy and industry recover from the recession. Those of us in the industry know that as we move forward, there will be the same acute shortage of qualified technicians as there was in the pre-recession days.

9.) Peer to peer communication is a powerful tool. What better way is there for a student to hear about this career than a “testimonial” from someone who is already in a college technology program, or is early into their technician career. Establish linkages between technician prospects and their peers already into or studying for the profession. Note: it makes sense to ensure that the “testimonials” come from those “peers” who can truly articulate the profession in the context of issues presented in this article.

10.) Heavy construction equipment is interesting and fascinating for many people. Let’s not forget that potential personal attraction to working on “big iron.” And, it doesn’t hurt to emphasize that when you have big, expensive equipment like this, nobody is going to let just anyone work on it. You have to earn the right to be able to do that!

**Local Community-Based Dealer Technician Recruitment – Why?**

Recruitment of qualified techs – it’s tough and will get tougher. Many left the industry during the last recession. Some found other jobs and are not coming back. More have left the industry or retired. As the economy and our industry gain steam in the next few years, recruiting techs is going to be even worse than in the “good old days.”

The AED Foundation is committed to helping AED members develop solutions to this ongoing equipment industry dilemma. Community-based school-to-work initiatives, involving industry-school partnerships, are the model for the Foundation’s workforce efforts. Central to the concept is local dealer engagement with technical schools; encouraging local dealers and technical schools to work together to address and meet mutual needs.
Why does the Foundation feel this local engagement is essential? As equipment becomes ever more sophisticated and complex in technology, educational institutions must stay current to meet industry needs. Most career and technical schools struggle because of scarce program resources. The rigor of AED technical standards is such that achieving AED Accreditation may not be possible without local dealer-school partnerships. Collective efforts locally provide the means to continuously improve these technical programs and raise educational standards.

Local equipment industry businesses can provide insights as to what the construction equipment industry needs and expects from graduating students entering the workforce. Through this local “voice of the industry,” schools can better review and update programs and courses to meet local employer needs. This, in turn, leads to ongoing program improvements that advance the interests of all industry stakeholders.

Local industry can provide students with assistance that encourages and enables them to pursue college education in equipment technology. This can include financial assistance in the form of work-study programs, scholarships, loans, summer jobs, paid internships and other such support. Non-financial support is also important through mentoring, career planning advice, non-paid internships and continuous encouragement.

Student recruitment is a core issue relating to both dealers’ needs for qualified entry-level technicians, and technical schools’ needs for enough students to sustain program quality and financial viability. Recruitment for career and technical schools also tends to be predominantly local. Through collective resources and action, local partnership groups are better able to plan and implement a comprehensive and ongoing strategy for local student recruitment.

**Local Community-Based Dealer Technician Recruitment – How?**

The above referred to the “Whys” of local “community-based school-to-work” strategy for dealer technician recruitment; why it’s important to both dealers and industry. Now, let’s focus on the “Hows.”

In technician recruitment, the word “strategy” is important because dealers need to be working right now on recruiting and developing the technicians they will hire one, two or even five years down the road. That means a comprehensive local effort at the middle/junior high school, high school and post-secondary levels. An effective recruitment strategy involves more than job ads, promotion and advertising. It’s more than donating money and materials to your local school. Students have many attractive technical career options and today’s job market requires a real grass roots approach. This includes, among other things: gaining students’ attention and interest for this career option, changing perceptions of the job and industry, working directly with and assisting students, and working with schools that effectively educate students.

The AED Foundation’s strategy is to dramatically grow the number of AED Accredited and Affiliated technical colleges and schools. The opportunity is there for dealers to take charge of their own destiny as to their future technician pipeline. It will take committed dealer efforts to make it happen, but it will be worth it. Got your attention? For additional
information, contact The AED Foundation. And, keep on reading here.

**Before You Get Started – Suggestions and Considerations**

Before you start planning and implementing strategies for technician recruitment, here are a few suggestions that you may find valuable.

**When you speak to groups of people or they visit you and your facilities:**

1.) **Leave your audience with accurate perceptions.**

   In all recruitment efforts, do everything possible to leave your audience with an accurate perception of today's technician career path: high technology, professional, career stability, responsibility, career growth potential, and financial rewards. It is critical to demolish the old stereotype images of our industry and the types of people who enter our industry as technicians…the old “shop class” mentality.

2.) **Always leave your audience with information about “who to contact” and “next steps.”**

   This includes various detailed materials to: a.) reinforce information you have provided, and b.) show them “what’s the next step” in their exploration of this career alternative. Reinforce the benefits of the technician career. Stress opportunities for educational assistance such as scholarships, loans, work-study and so on. There are numerous alternatives: business cards, brochures, company information, equipment product information, school information, scholarship opportunities… and more.

3.) **Focus on the “whys.”**

   In your communications to various individuals or groups, don’t just say it’s a “great opportunity.” Focus on the “why” this is a great career opportunity. Spend some time developing your “why” value proposition. Depending on whether you’re talking to students, parents, teachers or some other group, you may need to tailor your “whys” to address specific perspectives and concerns.

4.) **Be excited about your industry.**

   Are you excited about your industry and what you are doing? Make sure your audience knows that through your demeanor, body language and overall presentation.

5.) **Follow-up, follow-up, follow-up.**

   **Critical: Always collect detailed contact information – students, parents, school faculty, and all others.** What you do after a presentation or event largely determines the success of your efforts. Send thank you letters, make phone calls, schedule appointments. **Do this in a timely manner.** Nothing says “I don’t really care” better than following up “when I get around to it.”

6.) **Safety and liability are critically important issues.**

   **Safety comes first; period.** In everything, ensure that utmost care is taken to assure students’ and others’ safety when they visit your business or come anywhere near equipment and maintenance and repair areas. Aside from legal issues, it’s just the right thing to do.
Your company’s liability coverage should be checked with your insurance provider(s) to ensure that it accommodates any type of recruitment programs and events you are involved in. Don’t forget to also check on your workman’s compensation insurance.

Dealers must ensure that they are in conformance with all state and federal laws regarding program involvement or employment of such students. Good starting points for information are your state’s Department of Labor and your local Board of Education.

Types of these issues include, but are not limited to:

- The types of questions you can ask in interviews. Any question that does not pertain to a bona fide occupational qualification is to be avoided. This includes areas such as: personality and intelligence.
- It is illegal to ask questions about race, religion, color, sex, national origin, height, weight, marital status, economic status, children or child care, arrests, military discharge, medical conditions, physical handicaps, etc.

In other words, the same rules that apply to your employees and your company hiring practices, apply to the student(s) as well.

**As you start planning your workforce development strategy, consider the following during each step of the process:**

1.) **Start a student recruitment program now; the tech shortage is just getting worse.** Working with middle schools, high schools and post-secondary schools is a local issue and no one can do it for you. The local equipment dealer must become involved.

2.) **There is power in numbers; more “muscle” in a collective effort.** Whether it be local school involvement or awareness/image efforts, work with other local dealers in a collective effort to address the tech shortage and meet your mutual needs. You will have more human, material and financial resources to have a significant impact in your local area. AED Local Group Associations are a good place to explore possibilities. Some groups have been very effective in addressing technician recruitment issues. Visit AEDnet.org for more Local Group information.

3.) **Employee buy-in at your business is critical.** Whatever student recruitment programs the dealer participates in, buy-in and positive participation of dealer employees is absolutely essential for success. Communicate to employees what you are doing and the results you expect. Communicate the importance of students having positive interactions with dealer employees. Remember, all it may take is a couple of negative experiences with dealer employees for the student to close that career door.

4.) **Look at your student recruitment efforts as a unified program.** Visualize your efforts as “from school to career.” See where you can facilitate the total process: increasing student awareness of the career opportunity, providing detailed career information, providing good answers to questions, developing important relationships, advising the student, linking the students with good schools, supporting the students while in school (financial, mentoring, work experiences, etc.), and the student’s transition into a full-time employee position.
5.) **Develop career-influencing relationships with students at all levels.**
Schedule career events at schools or at the dealer facility. Talk to students one-on-one; follow-up regularly with students as they progress through school and make career decisions.

6.) **Communicate the career opportunity to parents and other career influencers.**
A number of people contribute to the career decision, especially parents. Include parents and other influencers in career events and activities that demonstrate the technician career as professional, high-tech, personally and professionally rewarding, and financially rewarding.

7.) **Develop relationships with local middle schools and high schools.** Visit the schools; get to know the administration, faculty and students. Get acquainted with the technical programs, and their strengths and weaknesses. Get to know the decision-influencers such as career counselors and faculty; show them this great career opportunity.

8.) **Develop relationships with local post-secondary schools.**
As with middle schools and high schools; visit them, get to know them, get acquainted.

9.) **Communicate with all key decision-makers and decision-influencers.**
Yes, the student makes his or her career decision. However, we all know that there are many influencers in that decision: parents, friends, relatives, teachers, career counselors… and the list goes on. Make sure that you communicate the career opportunity to these key people, as well as to the student. Ensure they are included in various recruitment activities and receive all written materials as well.

10.) **Familiarize yourself thoroughly with The AED Foundation's technical standards book.**
It is titled, "Standards for Construction Equipment Technology," and is available free of charge at www.AEDFoundation.org. The publication has been developed by The AED Foundation with representation from the equipment industry, and defines what an excellent post-secondary two-year college diesel-equipment technical degree program needs to teach.

11.) **Encourage technical colleges to pursue AED Accreditation.**
This will promote the development of quality entry-level technicians in your local area.

12.) **Commit to the long-term.**
There are no magic fixes. It’s hard work; it takes time and persistence. It may be a year or two before you see significant results. The student you recruit may be the one you first made contact with four years ago. But once it gets going… look out.

13.) **Volunteer to serve on equipment program advisory boards with local schools.**
Provide industry perspective to the schools; gain academic perspective from faculty. It’s a good way to find out how best to facilitate an excellent local technical program.

14.) **Provide equipment, parts, technical information and other resources for local schools.**
Equipment programs typically have very limited resources, and are faced with funding cuts and resource competition with other programs. Equipment programs are
expensive. Do your part to ensure schools have what they need to teach technical subjects well.

15.) **Assist students in reaching their equipment technician career goals.**
Getting a good technical education is an expensive proposition. Facilitate students’ proper technical education by offering internships, scholarships, loans, and work-study programs.

**Part 3 – Let’s do it!**

**Step 1 – Select Local Schools You Would Like to Work With**

A. Make a list of local schools that might welcome your participation in programs that present career possibilities to students. These could be elementary schools, junior high or middle schools, high schools or local technical schools and colleges. Preferably there will be some of each. Some dealers have found that engaging younger students earlier on in their schooling facilitates serious consideration of the equipment technician career option down the road.

**Tip:** When looking for high schools to work with, ask local post-secondary schools with equipment/diesel programs what high schools they get their best students from. Focus on these high schools as a priority… they are the schools that perhaps are more likely to have administration and faculty that respect professional-technical education.

**SEE APPENDIX A – YOU DON’T NEED TO WORK WITH HIGH SCHOOLS AND MIDDLE SCHOOLS? GUESS AGAIN!**

**Tip:** Talk to employees; find out where they were educated and what they know about local programs. Find out which schools participate in such activities as SkillsUSA and FFA.

B. Select one or two schools to get started with.
You won’t really know what the possibilities are until you actually embark on the process and explore options. Choose one or two schools to investigate; move on to others as needed or desired.

**Tip:** Industry professionals are realizing more and more that the career decision process starts early, with both students and their decision influencers. Some recommend that the “recruitment process” starts in the younger age groups, before concrete perceptions of career options are formed, and hopefully before the serious decision-making commences. By junior or senior year in high school, career decisions may already be made… sometimes even earlier. Another issue is that students who are interested need to have information early on as to what course subjects they should be taking if they are interested in this career path.
Step 2 – Get to Know the School(s), School Officials and Faculty.

A. Elementary, junior high or middle schools, and high schools.

1. Call for an appointment to meet with the Principal or Assistant Principal. Tell them who you are and what you are trying to accomplish. Let them know that you have a terrific career option to present to students, and why it is a terrific career option. Inform them of the types of activities you would like to host to present the career option. **ASK FOR ADVICE AND ASSISTANCE.** Talk to other contacts mentioned below in the same manner.

2. Ask the Principal(s) to introduce you to appropriate teachers and instructors that you could potentially work with. If the school has some type of technology program, call the program or department head, or instructor(s) and make an appointment to meet with him/her/them.

3. Ask the above contacts you make to also introduce you to the leaders of extracurricular clubs or organizations where you might find interested students such as FFA (was Future Farmers of America).

4. Ask the above contacts to introduce you to the leaders of parent organizations such as the PTA and booster groups (football, band, etc.). Parents are key career decision influencers and successful local recruitment efforts will also include them.

5. Be sure to develop relationships with career counselors at the school. Sometimes, people in our industry feel that these counselors do not support career opportunities in our industry. However, they simply may not have the knowledge needed to understand and properly present this opportunity to students. Give them that information. Again, these people are key career decision influencers and you want them to know that this is a great professional career opportunity.

**Tip:** In many of these situations, the student moving on to a “degree” program is highly valued by the counselor. Of course, this is true of other decision-influencers as well. When working with colleges offering an Associates or Bachelors degree in diesel/equipment technology, be sure to stress that fact to your audiences. This emphasizes the professional nature of the job, and the rigorous education required to get there. Also stress that equipment dealers look first for highly qualified college graduates to fulfill their technician requirements.

6. Building these relationships is not going to happen in one visit. Mutual trust and respect is built over time through repeated positive contacts with people, just as with your customers.

B. Post-secondary schools and colleges.

1. Call the Dean and/or Department Chair of the equipment/related program; make an appointment to meet with him/her. Explain who you are and what you are trying to accomplish. **ASK FOR ADVICE AND ASSISTANCE.**
• Gain an understanding of the school, the program structure, the curriculum and related information.
• Gain an understanding of the challenges that the school, the program and faculty face.
• Gain an understanding of specific school needs and where local dealers could be of assistance.
• Ask who, if any, other equipment dealers are members of the program Advisory Board.
• Ask to attend the next program Advisory Board meeting in order to gain more information about and understanding of the program.
• Ask to meet with instructors in the program and get their perspectives.

2. Establish contacts and relationships with local school officials at all levels, such as the Vice President of Academic Affairs and others, who may be influential as to the technical program’s development and direction. This can be important to program funding and sometimes even program existence.

• Explain the acute industry shortage of qualified equipment technicians, and that the field is a terrific career opportunity for students from the standpoint of personal growth, professional development, career opportunities, income, and job demand and stability.
• Explain how valuable the technical program is to local equipment dealers, and what a service the school is providing for local dealers.

3. Be sure to communicate that you are not just asking the school to pick up the ball and do something for you. Explain that you are looking for a partnership where the local dealer and local school work together to accomplish mutual goals and achieve mutual success.

• Talk about how you can help each other; define mutual needs.
• Explain how you can be involved; what resources you can provide in such areas as Advisory Board participation, student loans and/or scholarships, financial resources, technical information, internships, equipment, parts, etc.
• Explain what types of student recruitment activities you can be involved in such as: career days at the school, career events at your dealership, trade shows, SkillsUSA, etc.
• Discuss how the school can help address your specific needs.

Tip: Just as a salesperson asks for the sale, be sure to ask the people above for their assistance. Chances are they would be more than happy to help.

Tip: Read through the rest of this guide; it will give you some ideas as to career events that you may be interested in hosting as well as other ways to be proactive. Have some very clear-cut ideas of what some possibilities are before you have the above conversations… however, see next tip.

Tip: Listen, listen, listen. Understand the organizational structure you will be working with and the context that these school contacts work within. Ask your contacts for their ideas of what would likely be successful.
**Tip:** In some cases, it may be important to develop these types of relationships with state or regional school officials. Discuss this type of involvement with the local school representatives.

**Tip:** Remember that, like many things, school program decisions are based on demand for those programs. Ask yourself these questions:

a. Does the community see the need for the program?

b. Will local industry groups and businesses support the program?

c. Is there enough student demand to justify the program costs?

d. Can adequate facilities and program staffing be obtained?

4. Provide schools with copies of The AED Foundation’s technical standards titled, "Standards for Construction Equipment Technology." Developed by the Foundation with industry representation, these standards show what students should know at the time of graduation from post-secondary diesel-technology programs. The standards are also the foundation for technical programs receiving AED Accreditation. You can download the standards at no charge from the Foundation’s website at www.AEDFoundation.org.

**Part 4 – Take Action: Develop and Implement Your Recruitment Plan**

Now that you have talked with a number of people, at schools, other local dealers, parent organizations, etc., it’s time to develop your plans and take action!

A. **Wherever possible, form a local recruitment team.**

   Your efforts will be more effective if the planning is done by a team; members can include representatives from your dealership, other dealerships, manufacturers, suppliers, local school personnel and other equipment industry stakeholders. You will then be able to form a plan that is meaningful to audiences from a variety of perspectives. It will also help from the standpoint of available human, financial and other resources.

   Ensure that team members understand their obligations to the team effort; and they have the time, motivation, and expertise to pull their “fair share” of the weight. In some cases, you may want to have assurance from the team member’s employer, say another dealership’s management, that they support the team member’s participation to the extent needed.

   **Tip:** You may want to consider having student representation on the team. The student(s) could be from either a high school tech program or a local post-secondary program, or both. Since students are your targeted audience, gaining their perspectives is important.

B. **Explore the possibilities for different programs and events.**

   Evaluate alternatives that you believe best address your local recruitment situation. There are a number of strategies and tactics to consider; some possibilities are shown
in the next sections of this guide. Brainstorm as a group; challenge yourselves to come up with a plan that is both creative and different; something that will attract the attention of your audience(s). Be willing to try and evaluate different approaches; view everything as a learning experience.

C. Evaluate the success of your program initiatives; change direction where needed. Evaluate why your plans and activities were successful... or not. Talk to participants to get the most meaningful information. Then, if something doesn’t work, try something else. Persistence is everything.

Part 5 – Possibilities for Your Recruitment Plan

There are all kinds of possibilities for involvement in recruitment efforts. Just to get the thought process going, the following may give you some ideas.

To re-state several critical things that were previously mentioned. First, follow up, follow up, follow up. Collect detailed contact information for students, parents, school faculty, and all others. Send thank you letters, make phone calls, schedule appointments, and do this in a timely manner. Second, always leave your audience with materials to: a.) reinforce information you have provided, and b.) show them “what’s the next step” in their exploration of this career alternative. Reinforce the benefits of the technician career and stress any opportunities for educational assistance.

A. Events

1. Conduct your own “Career Day” events.
   Conduct these at your local dealer facility, or at an AED Local Group selected site. These can be informational days at your facilities offered to students, or influencers such as school administrators and counselors. You may wish to invite parents. The goal is increased awareness of this exciting career option.

   **Tip:** Make sure that students and/or other attendees have a “hands-on” opportunity with the construction equipment. Give demonstrations of the equipment. Let the younger students sit in the cab. Perhaps let older students operate the equipment... in a safe location and under close supervision. Try to get beyond just the analysis of career path pros and cons; to the gut level response of “I like this.”

2. Support industry competitions such as SkillsUSA.
   These venues offer students the opportunity to be excited about their career path, and be recognized publicly for their accomplishments. These are also great opportunities for dealers to meet highly skilled students.

3. Participate in school career days.
   Many schools conduct career related events for students during the school year. Make sure you work with the schools on these events, or are at least represented at them. It offers a good venue for making contacts, developing relationships and allies, and of course making student connections.
4. **Make presentations regularly at your local schools and other venues.**
   Talk about the technician career opportunity. Tailor your presentation to the audience group you are addressing. A brief guide to presentation development is provided later in this document. Presentations can be given as an in-classroom event, however, you may also be able to schedule an evening event. The advantage of the in-classroom presentation is that the students will be there as part of their school experience. The advantage of an evening event is that the presenter can invite parents and other decision-influencers to hear the presentation as well.

   If you plan an evening event, remember that promotion is needed. You might: create posters for the school, ask the local newspaper to list the event, ask teachers to announce the event, distribute flyers for students to take home to their parents, and use other similar awareness tools.

   **Tip:** At presentations, show the students what success really looks like. For post-secondary schools, bring in a recent successful technician graduate and let him/her talk. For high schools or junior high/middle schools, bring in that recent graduate and/or someone who is still in post-secondary school. These young people may be most effective of all; they can talk to students in their own language, on their own terms, and as a peer.

   **Tip:** There may be an advantage to hosting an event for students in the evening or on a Saturday. If held during school hours, students may just look at it as an alternative to skip out on a regular class. If they show up for an after-hours event, those students may be a bit more serious about exploring the career opportunity.

   **Tip:** Possible opportunities for presentations:
   - Tours at dealer facilities
   - Career day events at dealer facilities
   - Technology updates for school faculty
   - Participation in SkillsUSA events
   - Tours of equipment manufacturing facilities, if local
   - Trade shows
   - Meetings and events associated with schools, professional associations, etc.
   - Parent organizations related to schools

5. **Invite local teachers/instructors/professors to attend service training programs.**
   Host these programs at local dealers’ facilities in order to keep them current with technical advances. This also creates an informal give and take environment in which to find common ground and encourage mutual support.

6. **Attend events that put you in touch with the right people.**
   Local and state school officials, and your representatives in state and federal government, need to know the importance of these technical programs to your business and the industry.
   a. Take advantage of opportunities to inform these officials of this situation. Attend events that offer these opportunities.
b. Better yet, create the opportunities. Make an appointment and go and talk with them in person. Be specific about your local situation, your local school(s), and what resources the school needs to succeed with its technical program. Tell them how you are involved and things you see a need for.

c. Write to these officials; even organize a campaign to have local stakeholders all send letters stressing the importance of the programs.

**APPENDIX B – SAMPLE LETTER TO SCHOOL/GOVERNMENT OFFICIALS**

d. **Important!** – As a final note, your credibility in these situations depends in many ways on your own commitment to and involvement in the success of these schools and programs. Otherwise, the logical perspective of the official(s) you contact may well be, “If it’s so important to you, then why aren’t “you” doing anything about it?”

**Tip:** Many states have career counseling professional groups that meet regularly to discuss important issues. There are also career counseling associations that regularly sponsor events for members such as an annual meeting and educational sessions. You may be able to present “the construction equipment technician” in such a forum.

7. **Equipment “summer camps” sponsored by local technical schools.**
   Some AED technical colleges have had a lot of success in hosting an equipment summer camp where students are introduced to equipment technology and related careers. These camps can run from 1 or 2 days up to a full Monday to Friday week.

   a. It’s important that a full and interesting schedule is developed that keeps participants engaged throughout the camp.

   b. Content can include such things as:
      - Basic technical education concepts in a non-threatening classroom setting.
      - Session(s) that provide equipment technician career exploration information.
      - Some hands-on fun using smaller equipment – with close supervision.
      - Cookouts and appropriate age-related entertainment.
      - Events that involve competition among participants.
      - There can be a program one evening that includes parents.

   c. Some schools charge for the camp; enough to defray most camp costs.

   d. A paramount consideration through-out the event is safety, safety, safety.

   **Tip:** If you are considering or scheduling such an event, talk with local students about what sounds exciting to them for camp event content. Also, talk with local high school technical programs and get their input on program content.

   **Tip:** Make this a local industry recruiting event. Recruit local industry stakeholders to participate in and support the camp and its program content: dealers, manufacturers, suppliers, and others. For example, part of the camp program could be held at a local equipment dealership.
B. Support of Students – Applicable to All

Any career experiences that a dealer or recruitment team offers to a student need to be meaningful experiences. A career show should have programming and content; real career information… not just show up, have a bratwurst, and isn’t this bulldozer cool (though that’s part of it too). Likewise, work-study, internships, and employment while in school need to facilitate real learning experiences. If those “student opportunities” become a dumping ground for lousy tasks that nobody else wants to do, that hardly encourages the technician career decision.

1. Be a mentor.
   Get involved with students; help show them what they need to know to have a successful career path as a technician. Being a good mentor involves more than technical skills, knowledge of the industry, and knowledge of the company. The mentor needs to have a good attitude, patience, flexibility and compassion. He/she needs excellent communication and interpersonal skills; and a real personal interest in the outcomes. He/she needs leadership skills and the respect of co-workers. There is also a need for personal commitment to spending the required time for an effective mentorship.

APPENDIX C – EMPLOYEE MENTORING – THERE’S MORE TO IT THAN YOU MAY THINK INCLUDING MENTORING GUIDELINES FORM

2. Provide knowledge of “the technician job” through “job shadowing.”
   Job shadowing provides an excellent opportunity for students in the career decision process to be exposed to and able to evaluate the technician career option. It’s a good introduction to the industry, providing detail as to the knowledge and skills required and performance expectations. That is good for both the student and potential employers. Use this as an opportunity to communicate the benefits of the technician career path.

   **Tip:** You may find it more effective to have students “shadow” 5 or 6 different employees, for a half-day or full-day each, at intervals through the school year. This helps to keep the career opportunity at the forefront of their decision process.

3. Provide students with live exposure to dealership operations.
   Show all the operational areas of the dealership, and how everyone works together to achieve company goals. This also will introduce students to some of the career opportunities that exist for them. For example, in addition to job shadowing, internship or other “technical” experiences, have them spend a half-day with the parts manager, and another half-day with the service manager or product support manager. A good grasp of the larger picture will help the student develop a more comprehensive career perspective.

4. Recognize students that you are working with.
   Recognition should be provided for real achievements such as outstanding academic performance, excellent work on-the-job, or for winning a competition such as SkillsUSA. Always give encouragement, but give recognition where earned.
Students know when recognition is bogus or not. Recognition is a powerful influence on student perceptions and motivation… and it’s a “feel-good” for everyone involved. Who doesn’t want to see the students succeed?

C. Support of Students – Applicable to Post-Secondary

1. Consider offering loans or scholarships to high-potential students.
   These can be contractual arrangements where the student “works off” the debt through employment at your company for a specified number of years. Through contractual arrangements, the dealer can ensure that he/she receives the benefits of financial investments in the form of loans or scholarships. This is an excellent way to build solid relationships with both the local school and students.

APPENDIX D – A DEALER OPPORTUNITY: STUDENT SCHOLARSHIP, LOANS, WORK STUDY AND STUDENT JOBS

Tip: The Template Dealer/Student Scholarship/Loan Agreement shown in Appendix D can be downloaded in “MS Word” from the dealer tools page at www.AEDFoundation.org. Ensure compliance with all laws via your attorney.

2. Consider offering paid or unpaid internships to students.
   Consider this alternative for students at your local school, in conjunction with the local school’s technical program. Internships provide real-world experience to student technicians; they are tremendous complements to academic programs. Remember that a paid internship makes a positive career statement to the student, as well as helping with school expenses. Consider paid internships an investment in the future of both the student and your dealership.

It’s likely that your local school already has an established internship program for your involvement; with defined program parameters. What a great way for students to really experience their future work environment, and gain on-the-job skills and knowledge. Your relationships with the local school are enhanced. It also provides the opportunity for you to identify promising entry-level technician hires for your company first-hand.

Go out of your way to make the student feel a part of the construction equipment dealer family; a good place to be. Include them in company meetings and other company activities/events, where appropriate, to give them a more complete perspective. Even such things as company hats and shirts can help provide the feeling that “this is the right place to be.”

Remember that your company and facility will be closely screened by the school to ensure that: students are provided with a valuable related work experience, academic requirements are met, your facility is up to standards, and the work environment is safe, clean and professional. Typically, there is an agreement form specifying the terms and conditions (including accountabilities) for the school, the dealership and the student.
APPENDIX E – WHY AREN’T YOU INVOLVED IN STUDENT TECHNICIAN INTERNSHIPS?

Tip: The Template Dealer/Student Internship Agreement shown in Appendix E can be downloaded in from the dealer tools page at www.AEDFoundation.org.

3. Consider participating in work-study programs with your local school and offering students jobs.
Financing a college education these days is not easy. A work-study option can provide an avenue to college for some students that simply would not otherwise exist. With a good student job, they can work their way through college while gaining job experience. Again, the dealer benefits from relationships developed with students and the school.

APPENDIX D – SEE MORE ON WORK STUDY AND STUDENT JOBS

Work with the school to ensure that students know of opportunities for employment with your company. That is, after all, why they are in school. It is why you are expending effort on recruitment activities. Nothing is more motivating to a student than knowing that what they are studying, their skills and knowledge, are in high demand in the local job market.

Tip: For any program that involves compensation to students, all those participating should be compensated equally, and at least at the minimum state and national wage scales. This in turn makes an important statement about your dealership, our industry, and the attractiveness of the technician career option.

Tip: In all efforts, ensure that you are in compliance with all state and federal labor and employment laws. This includes EEOC and OSHA compliance as well as laws relating to age and student status.

4. If you have no suitable job openings at your company, help inform students of other employment opportunities you may know of; help uncover jobs for students.

Tip: Help create and be a part of a local network where students can find out about local industry support for them via employment. A good place to start is being on your local technical school’s Advisory Board, and talk with your fellow Board members about this. Talk to your construction industry customers and suppliers and facilitate communication of job opportunities to students searching for employment. Develop an ongoing process to keep these efforts alive on a continuous basis.

Part 6 – Actively Working With Local Schools

Local schools have a variety of needs you can help them with. You will be familiar with those needs from your previous discussions with school officials and teachers at various levels. You will want to help the schools with those needs. Here are some ideas:
A. Critical: Serve on the school's Advisory Board

Serve on an advisory board and participate in the development of quality local educational programs that serve equipment industry needs well. Schools look for knowledgeable industry representatives to provide “real-world” input; to advise them as to how they can best educate students to meet “real-world” needs. The schools have an important interest in being relevant to the local businesses they serve through their student graduates. To accomplish that, they need industry perspective from people such as you.

Schools also see relationships with business partners as a gateway to gaining additional state or other program funding. Sometimes, state money is tied to the school’s ability to train students for actual positions available from local industry.

B. Equipment, parts, manuals and such things are expensive.

Schools these days face severe challenges in funding. Assist your local school by donating or loaning construction equipment, engines, parts and testing equipment, manuals and other resources required for a quality curriculum. Talk to them and find out what their most critical needs are; then help them solve the problem.

C. Assist school instructors.

For example, perhaps you can assist by demonstrating equipment and/or making technical presentations as supplements to courses offered in construction equipment programs. Perhaps you can assist in lab sessions. Dealers can also help instructors stay current in equipment technology via OE or dealer training.

D. Help arrange for special speakers to visit the schools.

These could be representatives of: the OE companies you represent, OSHA, trade associations, dealer executives, dealer managers, dealer technicians, industry-related organizations, industry publications, or successful program alumni… to name a few.

E. Ensure adequate supplies of career reference materials.

Ensure that the school always has adequate supplies of technician career reference materials for students. Ask school officials and faculty to display posters, job descriptions, brochures and other technician career information prominently on bulletin boards or any other place where students are likely to see it.

APPENDIX F – SERVICE TECHNICIAN POSITION DESCRIPTION

Tip: You can volunteer to pay for and supply such recruitment materials. In today’s school funding environment, you may need to pay for materials if they are to be available. Student Equipment Technician Recruitment Brochures can be downloaded at www.AEDFoundation.org.

Tip: Promote local technical schools and colleges. High school students, parents and career influencers can be overwhelmed with information about four-year colleges, while knowledge of local or in-state technical school or community college programs is lacking. Emphasize that these technical equipment programs are professional college degree programs that prepare students for a professional career.
Part 7 – Creating a Student Recruitment Video

You may want to create a short two to three-minute student recruitment video that presents the appeal and advantages of a technical career in the construction equipment industry. The intent is to create awareness of and interest in the technician career path; that it offers a rewarding career option… personally, professionally and financially. It needs to stress proper career preparation by encouraging students to take technical courses in high school if available. After high school, it needs to emphasize the need to enter a good technical school for new equipment technicians, such as AED Accredited construction equipment technology post-secondary program.

A powerful tool for such a video is one or more testimonials, from students currently in a post-secondary program, and new technicians with anywhere from two to five years’ experience. They can relate well to the student audience, and talk about their career decision and how it has paid off.

**Use with these audiences:** Junior high or middle school students, high school students, parents, career counselors, teachers, school administrators, career decision influencers.

**Recommendations:** Review the video prior to showing to groups in your area; be prepared to answer questions that may result from the viewing and have a follow-up Q&A scheduled; provide more career information in conjunction with the video, via brochures and other handouts; provide contact information via a handout.

**Important Tip:** Entry-level technician compensation varies widely across the country. Be sure to provide your audiences with current salary, benefit and total compensation information that is representative of your local area and your job market.
Part 8 – Outline: Presentations at Local Schools or Other Venues

1. **Do your homework.**
   a. Find out about the school where you will make the presentation. Take a look at its courses and programs, and in particular, at any technical programs it may offer. Get to know the people at the school that you will be working with.
   b. Learn about the community that the school serves, including area demographics and other relevant information.
   c. Keep comprehensive, well-organized records of all your contacts, meetings and results for future reference.

2. **Establish meaningful school contacts at multiple levels.**
   a. Develop long-term relationships.
   b. Don’t just show up; respect other peoples’ time and schedules and make appointments.
   c. Enlist the support of school administration as well as program chairs and instructors.
   d. Titles mean different things in different places; find out who are the key influencers and decision-makers at each particular school.

3. **Get the event on the calendar.**
   a. Contact the appropriate official(s) and give them an outline of what you would like to present and why.
   b. Communicate how this career information presents a highly attractive career option to students, and helps educators better serve their student population.
   c. Give plenty of lead-time to schedule the event. Many people’s calendars are filling up 60 to 90 days ahead of time.

4. **Plan and prepare your presentation.**
   a. Plan your content; you have a limited amount of time to cover the essentials of your presentation.
      1.) Be sure to introduce yourself. Tell about your position and your career path. Tell the audience why you are there.
      2.) Don’t try to cover everything under the sun; cover what’s important in getting their attention… and stimulating their interest in receiving more information.
3.) Ensure that you talk about the critical need for technicians in the industry and what this means to the career path: job stability, good pay, career growth opportunities, etc.

4.) Ensure that the content demonstrates the high tech, professional nature of the technician career; be sure to mention personal, professional and financial rewards.

   **Tip:** Be sure to stress, where applicable, that many technical school programs are college degree programs. This emphasizes the professional nature of the job, and the training required to get there. Also stress that equipment dealers look first for highly qualified college graduates to fulfill technician requirements.

5.) Keep the presentation to a reasonable length that is appropriate to the age group and likely attention span of the audience.

6.) Develop content for your presentation in the context of the specific school and area the school serves, that is, where you will make the presentation. Make the presentation relevant to that specific audience.

7.) Leave some time at the end for a Question & Answer session. Provide honest and straight-forward answers to all questions.

8.) At the end of your presentation, always thank: the audience for coming, those involved at the facility for hosting, and anyone else who contributed to the event.

   **Tip:** Allow time to stay around after the presentation to see if there are opportunities for one-on-one discussions. Some people are not comfortable with asking questions in a group environment; give them an opportunity afterwards.

b. Plan your presentation support needs. For example:

1.) Are you going to show a power point presentation… do you need a laptop computer and an LCD projector? What about audio?

2.) Will you be showing a VHS or DVD video … will you need a VHS or DVD player… will you need a projection screen? What about audio?

3.) Will you be demonstrating something via the Internet? Do you need a dial-up or broadband connection?

4.) Will you have outlines of the presentation to hand out with space for taking notes?

5.) Would you prefer to speak from a podium?

6.) What is the expected audience size; will you need a microphone… at the podium or a lapel microphone?
7.) What about a flip chart on a tripod… with colored markers that *actually still write*; or a white board with the proper erasable markers?

8.) What type of seating arrangements do you prefer; as related to what is available?

9.) Do you need tables on which to display visual aids?

10.) Are the required electrical outlets or communications connections available in the proposed meeting room?

11.) Do you need an assistant to operate the presentation equipment?

**Tip:** There must be good, clear communication between you and the school, or the proper people at any other presentation venue, to ensure that what you need is available and ready to go… when it’s supposed to be.

c. Practice your delivery; none of these opportunities should be viewed as “test runs.” Spend time polishing your overall content and performance.

1.) Make it interesting; make it fun!

2.) Be excited about your subject.

3.) Use visual aids; perhaps some can be passed around the audience. Literally show your audience examples of sophisticated equipment and components.

4.) Have some people, even a group of students, critique a practice performance and provide suggestions prior to the actual event.

d. Suggest the next steps for students wanting to explore this opportunity further; be sure to provide comprehensive contact information.

e. “Ask for the sale!” Invite students to talk further with you immediately following the presentation; reinforce their interest.

5. **You personally send a message with…**

   a. The way you dress. Just look professional; after all, this is a professional career opportunity being presented. What they say about first impressions is true. This does not necessarily mean a coat and tie; it may depend on your audience. Are the participants all students; or will parents and others be there? Put yourself in the shoes of the audience; what would you expect to see?

   b. The way you speak. Your language should reflect the professional nature of the career option you are presenting. Use good grammar; avoid slang, “expletives,” and anything off-color. Again, if you were listening, what would your expectations be?
c. The way you act. Be on your best behavior. Be outgoing and friendly. Show respect for all those in attendance. Be enthusiastic about what you are talking about; the position and the industry you work in.

6. **Reinforce what you have presented.**
   
a. Obtain or prepare handouts that communicate the technician career opportunity.

b. Other handouts such as information flyers, posters, key chains, pens, etc. can help students remember their experience at your presentation.

c. Provide contact information for those wanting to know more; ensure that contacts are provided for your dealership and local post-secondary school(s).

d. Provide involved schools with materials about the technician career opportunity: posters, descriptive materials and brochures, contact information, the video, etc.

7. **Do proper follow-up after the presentation.**
   
a. Follow-up quickly on requests for further information, or contacting individuals for further discussion. You want to demonstrate that you take this seriously. Nothing says “I’m not really that serious” like late or no follow-up.

b. Schedule personal follow-up with those students (and/or those who influence students) who express interest.

c. Send a written “thank you” to anyone who participated in or facilitated the presentation.

8. **Once is not enough.**
   
a. Initiate additional visits to involved schools on a regular basis; provide as many “impressions” as you can to your audience.

b. Demonstrate your commitment to long-term relationships with involved schools, their officials, their teachers and their students.

c. Follow-up with other recruitment activities and events that support these presentation efforts as part of an overall strategic recruitment plan.

**Part 9 – More on Presentations to School Administration Officials**

1. **Show evidence of the current critical need for technicians in the heavy equipment industry.**
   - At www.AEDFoundation.org, you can download two research reports about the technician "skills gap," and learn more about how to address that gap.
• The U.S. government has technician career information, including estimated demand for technicians by state/country available on www.careeronestop.org.

2. Provide success stories; real-life examples of successful programs that are really having a positive impact on students.
• AED Accredited Schools can be a good source. Contacts for these schools are available on the Foundation website at www.AEDFoundation.org.

3. Provide information on the requirements for success; such things as:
• Targeted student enrollment
• Required staffing for a quality program
• Recommended course content

   Tip: The AED Foundation’s “Standards for Construction Equipment Technology,” regularly updated with input from industry representatives, provides the essentials for a quality program. This publication can be downloaded free of charge from www.AEDFoundation.org; click on “Workforce” in the menu.

• Proposed scheduling for technical program enhancements or student events.
• The knowledge that local dealers are partners with the school to effectively address issues of: resources, student recruitment and student placement.

4. Demonstrate local dealer commitment to your audience by ensuring that all dealers participating in recruitment activities are represented at the presentation.

5. Stress the importance of technical school programs that are college degree programs.
• Also stress that equipment dealers look first for highly qualified college graduates to fulfill their technician requirements.

Part 10 – Local Promotion and Recognition

1. Local newspapers.
Many times, local newspapers have a section where local events in the public interest are listed, at no charge. Contact your local newspaper to explore possibilities for publicizing your presentations/events ahead of time. Do this well in advance of the day(s) of the event. It may take a few calls to find out who is the proper person to be talking to, but be persistent. Be sure to keep track of contacts that are established for future reference.

A good approach is to present the event as the “public service” it is. Present the event as a career service, offered free of charge, to all students and other attendees. Emphasize the benefits to the attendees, the schools involved and other stakeholders. This can even include the industry’s contribution to the local economy.

When dealing with the media, deal in facts. It’s even more helpful to have “fact sheets” developed for the media about your business, your industry, the school heavy equipment program, and other relevant information.
Have some stock photos available, preferably digital, of the school, your facility, the equipment, faculty, involved students, etc. **Note that you will need to get the permission of any people in the photos before you publish them.**

2. **Send out press releases.**
   Send these out... both announcing events and summarizing events, to local papers, trade association periodicals and newsletters, and other industry media. The only associated cost is developing the materials and postage if you don’t send via email. Recognize school, dealer and student accomplishments in the same manner. Be sure to include photographs related to the press release content. For proper recognition, clearly identify people in photos by name and where they are located in the picture.

This type of promotion accomplishes several things: it goes to a broad mailing list in the local and/or industry community, it gets the industry out in the public eye in a positive manner, it’s very cost-effective, and relationships can be developed with the media. Also, due recognition is important; people like to be recognized for their efforts and accomplishments. And what says it better than seeing your name and photo in print?

**APPENDIX G – PRESS RELEASE EXAMPLES**

**Tip:** Send copies of the press releases, accompanying information, and photos (with name(s) identification), to Construction Equipment Distribution (CED) at Associated Equipment Distributors (AED). Focus on completed events, school programs, student recognition and other similar subjects. Items may appear in CED, AED News, or the Foundation Scoop, subject to newsworthiness, available space and editorial approval.

3. **Extend invitations to your local media to attend a scheduled event.**
   Send a written invitation and follow up with a phone call. As mentioned before, you will have to present your case for why the event is newsworthy, who it benefits as a public service... in other words, why is it worth their time?

4. **Advertise your events via participating and sponsoring organizations.**
   Provide advertising materials to schools or other organizations that are sponsoring your presentations. These can be posters, flyers, scripts for announcements over the PA or in classrooms, or brochures. Ensure that these are posted or delivered effectively to reach the desired audience.

5. **Utilize alumni groups.**
   Alumni groups from the local school can be valuable in promoting the local school, and to provide examples of what success looks like. Alumni can provide time, financial and other resources. They can also be valuable to the student placement process at graduation time.
Part 11 – Developing Good Dealer/School Relationships

1. **Take an active part in school programs and events.**
   Serve on committees, advisory boards, and work actively with department faculty. Support the school representatives in their efforts to develop a quality curriculum, staff properly, recruit and place students, secure teaching resources, and obtain required funding, etc. If the school is receptive, assist faculty with both short- and long-range planning efforts.

2. **Be well-prepared.**
   School officials are busy; they have many different responsibilities. Make sure that you are well-prepared for your contacts with them, and are not wasting their time. Ensure that you understand the school system staffing structure and chain of command.

3. **Always say “thanks.”**
   Say “thank you” and give recognition to school officials and faculty for their efforts. Give them credit for school success stories. Say “thank you” with letters, plaques, phone calls, and recognition events.

4. **Everyone needs to do their part.**
   Approach recruitment as a balanced effort that shares the required time and costs, and meets the mutual needs of local dealers and local schools.

5. **Pay attention to your company facilities.**
   Your facility, its appearance and culture, makes a statement to visiting school officials, faculty and students. Ensure that this “statement” is what you would like it to be.

6. **A large component of good relationships is credibility.**
   It’s been said that credibility is simply a matter of “one honestly doing what he/she said they would do.” Perhaps this is most important of all.

Part 12 – Forming an Advisory Committee or Board

1. **Schools with existing heavy equipment programs may have guidelines/manuals for Advisory Committees or Boards.**
   If working with an existing program, be sure to work within those school policies and guidelines. If working with a program startup, you may wish to acquire some examples of manuals/guidelines. Again, working with school officials and faculty is critical. A starting point for manuals/guidelines and other information would be contacting AED Accredited Schools; contact information is available at www.AEDFoundation.org.

2. **Ensure that there is a document that defines the Board/Committee structure.**
   If it does not already exist, develop a document (formal or informal), that spells out for the Committee or Board: the group mission, rules for membership eligibility, officer functions and roles, method of selecting officers, the dues structure if applicable, attendance requirements if applicable, and rules of order for the group. This should be defined with representation and consensus from all stakeholders.
3. Choose good leaders; members who can make decisions on behalf of their companies. Subject to existing or developed policies/guidelines, elect members as officers… leadership positions for the Committee or Board. Graduates of the program, perhaps 10+ years down the road, may be very effective. Members must be able to realistically contribute their time and efforts and understand the commitment they are making.

4. An effective Advisory Board will usually be a minimum of 4-5 people. The group needs to be small enough to function well, but large enough to provide adequate resources and represent various industry perspectives. The group should understand the role, and skills and knowledge required of equipment technicians.

5. Schedule regular meetings; there should be a minimum of two per year. It’s not unusual these days for people’s schedules to fill up 60 – 90 days in advance. Regular meetings also facilitate progress on activities and projects of the group. Many post-secondary school advisory boards meet twice each year. To accomplish aggressive goals and objectives, more frequent meetings may be required for success.

6. Meeting agendas are best set by the Chairperson; an effective Chairperson is critical. Allow some time for participants to gather their thoughts and send those ideas to the Chairperson for the agenda. Agendas should be developed based on real needs; members’ time is valuable. Wasting their time sends a bad message that will directly impact future attendance.

7. Limit the scope of Advisory Board/Committee meetings to the essentials. Everything does not have to be, and in fact cannot be, done at the Committee or Advisory Board meetings. Significant projects can be assigned to sub-committees or a task force for execution; with a report given at the regular Board/Committee meeting.

8. Advisory Boards should meet with students periodically. There could be an orientation meeting one or two weeks into each semester, where students meet with faculty, the Dean, and Advisory Board members, and can ask questions. This would also be an opportunity to ask students questions and gain a perspective of the program from them.

9. Whatever title is used, someone needs to be the designated “secretary.” The meeting discussions should be accurately captured, written and distributed for future reference. This especially includes such things as: decisions made, action items, individual or committee assignments, event dates, due dates, etc.

10. The agenda doesn’t have to be complicated; do what works for your group.

**Sample agenda:**
1. Call to order
2. Name recognition (roll), introduction of new members
3. Minutes, approval of minutes
4. Officer reports
5. Financial reports, if needed
6. Committee reports and project discussion
Part 13 – On-The-Job Training (OTJ)

On-the-job training or “OTJ” is something we all do, right? However, what does that term really mean in our day-to-day places of work life? In many places, maybe it’s just “figure things out or brush up on things when you need to;” or “take a course on it if you need to.” It could mean, we’ll start you at the bottom rung and you work your way up through the ranks; or so-and-so can show you how if you need help. Maybe more often, OTJ is another way of saying a company’s approach is “all of the above;” kind of a random approach to company in-house education.

There is nothing wrong with the above approaches for many situations, but companies can reap many more benefits from OTJ with a planned approach for developing and deploying OTJ programs. Here are ten steps to consider when developing OTJ initiatives for employees. “Growing your own technicians” is becoming more and more important to equipment dealers, and these ten steps are particularly relevant there. I encourage you to consider the possibilities and benefits of such an approach.

1. **The Training Program Must Be Supported “At the Top”**
   Successful On-The-Job (OTJ) training programs must be strongly supported and driven by the senior management of the company. Development of the training program and plan may be best left in the capable hands of supervisors and middle management, but without top-level support, the program is not likely to succeed. Major factors here are ensuring that the proper resources are allocated to the program to make it a success, and getting people “on board.”

2. **Develop the Training Plan**
   “Structure” is critical for on-the-job (OTJ) training to be successful. For example, a technician OTJ program needs to include a well-defined technical training plan that shows what technical areas will be covered and when. The “accomplished technician(s)” that the employee or student will be paired with during each phase of the plan need to also be involved in developing the plan. A time schedule should be outlined for moving through the program phases and for program completion.

**APPENDIX H – ON-THE-JOB (OTJ) TRAINING PLAN FORM**

The AED Foundation OTJ training plan provided is based on the Foundation’s “Standards for Construction Equipment Technology.” The document can be downloaded from the Foundation’s website at AEDFoundation.org. These technical standards have been developed and updated by the Foundation with broad representation from the industry… dealers, manufacturers and technical colleges. They are developed “by the industry and for the industry.” The publication outlines knowledge and skills that new technicians graduating from college should possess. It
is the basis for AED's college accreditation program, and is quite detailed… right down to specific technical skills to be demonstrated.

Review the Standards Book, note the technical subject areas desired for inclusion in the OTJ training program, and incorporate them into your training plan document. Add in other training items as you see fit. Again, ensure that for each training phase, the learner is paired with an accomplished technician.

3. In Training Program Development, Recognize That People Learn in Different Ways
In implementing OTJ or other types of training, recognize that people learn differently and at different speeds. This is not good or bad; it just “is.” If a “cookie cutter” approach is used to develop and implement technical training, a company could lose good people and waste company time and money. Try to incorporate different training methods into the OTJ training plan; combine various approaches.

For example, there are:

- **Visual Learners – those who learn through seeing**
  These employees or students do best when they can see body language and facial expressions, as well as observe another person performing the task. They may achieve better learning from diagrams, demonstrations, illustrated manuals or books, videos, flipcharts, flowcharts, etc.

- **Auditory Learners – those who learn through listening**
  These types of learners may do best through verbal explanations, discussions, talking things through and listening to what others have to say. Auditory learners also learn through interpreting voice tones, pitch, speed and other nuances.

- **Tactile/Kinesthetic Learners – those who learn through moving, touching, doing**
  Tactile/Kinesthetic persons learn best through a hands-on approach, actively doing the things that need to be learned. They may find it hard to sit down and study a manual; they may rather work on it, with supervisory direction, and “figure it out.”

4. Tailor the Individual Training Programs to Address Knowledge and Skill Needs
New employees or students will come from varying work backgrounds and with different technical skill levels. Here, identify strengths and needs, and tailor the OTJ training program to address their needs. Why spend their time or staff time teaching what they already know? This could be as simple as just striking selected items from a comprehensive master training plan.

5. Develop the Structure of the OTJ Program
Another success factor is company and staff support of the OTJ program. Staff needs to know about the program and why it is being implemented. They also need to know the role that they will play in the program, and how to fulfill that role. In addition, the new employee or student needs to have a proper orientation to the position and the business.

**APPENDIX H – EMPLOYER GUIDELINES FOR ON-THE-JOB (OTJ) TRAINING**
This is an outline of key items that one may wish to incorporate into the program plan.
6. **Assign a Mentor to Each Involved Employee/Student**  
Assigning a mentor to each involved employee or student can facilitate success of the OTJ training program. Development of a relationship based on trust is key. The mentor can be a readily available resource for such things as: technical information, problem-solving approaches, how company culture works, career advice, and more.

The mentor can be a "constant" in the employee’s or student’s work situation, even in a rapidly changing work and business environment. That “constant" would be there when the "accomplished technician" facilitates learner development as the training plan progresses. The mentor will also have a broad grasp of how the training program is going: schedule, obstacles, what works, what doesn't... is it a success? The mentor can help correct course if needed.

7. **Monitor the OTJ program and Make Changes Where Needed**  
It is difficult, probably impossible, to initially develop the “perfect” new OTJ program. Typically, a new program will be piloted and modified as needed based on experience. Typically, effective programs are never static because circumstances change over time and so must the program. Make sure that the process is documented... what is working and what isn’t. Make changes to the program as needed based on new information.

8. **Make Sure the OTJ Learning Experience is a Positive Experience**  
Ensure that training is provided with an atmosphere of encouragement, staff willingness to help and advise, proper company support, and mutual respect. “Sink or swim" and “you'll do it because I told you to,” or “you don’t need to know why,” aren’t going to cut it these days. Let the employee or student know that everyone is on their side and pulling for them. Provide recognition of excellent performance; and offer “constructive” advice to address needed performance change.

Talk to the employee or student and get their perspective of the program; what they see as positive and what they see as negative. Ask them for suggestions as to how to make the training program more effective. Use that feedback as input to the continuously evolving OTJ training program.

9. **Workforce Safety is a Given**  
A safe working environment and safe work practices are absolutely non-negotiable. Ensure that, as the OTJ training plan is developed and implemented, all relevant safety practices are incorporated. Verify that all government regulations and standards are met. Ensure that the employee or student has an excellent grasp of all of this information, and follows safe work practices.

10. **Be Selective in Who You Accept Into the Training Program**  
Some say that one of the key factors in the success of a training program is the level of interest the learner(s) has in the subject material ie. motivation. Now, this may sound like basic common sense, and perhaps it is, but it does highlight that a successful training program is highly dependent on a successful participant recruitment and selection process.
Part 14 – Where to Direct Students for More Information

The AED Foundation encourages local AED member dealer(s) and technical school(s) or college(s) to be the primary sources of career information for students interested in technical careers in construction equipment. The following items relate to that critical direct personal involvement.

1. **Building dealer-student relationships is critical.**
   There is no better place than at your business location for students to get a “nuts and bolts” perspective on the work environment and the day-to-day accountabilities of the technician position. It also shows students that people are interested in their success, allows for a real “give and take” conversation about the career path, and provides the opportunity for dealers be a resource for the student as they move forward.

2. **Develop your own career promotion materials, or obtain from others; distribute them.**
   These materials can include your own company brochure, OE equipment brochures, posters, technician recruitment brochures, pens, key chains, hats, etc. Some of these items can be sourced from other organizations; for example, recruitment brochures from The AED Foundation. Make sure that these materials explicitly include information about “what’s the next step” in students’ exploration of this career alternative.

3. **Online student recruitment resources at [www.AEDFoundation.org](http://www.AEDFoundation.org); these and others.**
   - Summary Recruitment Brochures – free downloadable color PDF documents that you can print locally.
   - Technician Job Description – free downloadable PDF document.
   - AED Accredited School contact list.
   - Technician Career Path.
   - Student Recruitment Guidebook for Dealers

4. **[www.AEDFoundation.org/Careers](http://www.AEDFoundation.org/Careers)**
   This website presents the equipment dealer technician career opportunity to students. It not only provides students with information, but it shows them how to thoroughly explore the opportunity. Containing peer testimonials and much more, it is an excellent resource that will expose students to the equipment industry, types of construction machinery, the career path and how to prepare for such a career.
Part 15 – Evaluate Your Own Workforce Development Efforts

One could argue that this section should be first in this guidebook, but this author feels that the materials presented in this section are better presented in the context of the preceding guidebook materials.

You may wonder: are any other AED dealers involved in the types of initiatives discussed in the guidebook? Are they aggressively working with local technical schools to develop their technician recruitment pipeline? The answer is a resounding “Yes!” If they were not, the AED Accreditation and Recognition programs for technical colleges and schools would not be the reality they are today.

Now that you have at least skimmed through the guidebook, ask yourself where you stand? How you rate your current workforce development and recruitment efforts? Are you satisfied with where you are, or do you feel you should be doing more that will benefit your dealership down the road?

If you accept the challenge, the opportunity is there for you to meet your demand for technician talent head-on. This guidebook is intended to provide some suggestions and specifics in how to get started and sustain your technician recruitment initiatives. The Foundation wishes you well as you pursue your workforce initiatives. In closing; should you desire some additional ideas to incorporate in your planning; take a look at the following documents.

APPENDIX I – Top 10 Needs of Schools with Equipment Technical Programs

APPENDIX J – Top 10 Ways Dealers Can Grow Their Own Technicians

APPENDIX K – Dealer Student Recruitment Scorecard

APPENDIX L – List of Supplemental Tools and Materials Available at www.AEDFoundation.org
APPENDIX A – You Don’t Need to Work with High Schools and Middle Schools? Guess Again!
By Steve Johnson, CED Article

Early on in my AED experience, some people in the industry expressed the opinion that, for the most part, equipment dealers prefer not to hire entry-level technicians just out of high school. For my part, knowing that there are always exceptions, my many conversations on the topic with industry professionals in recent years tend to confirm that perception and the reasons. Now, switching gears a bit, the equipment industry workforce surveys I have done show that typically fewer than 25% of dealers work with high schools on recruitment issues. Even fewer work with middle schools.

When I think about student career decision-making in light of those facts, a couple of things cross my mind. First, it makes sense that many high school graduates simply are not prepared for a technician career, from the standpoint of both technical knowledge and maturity. Second, that may be the case, but given that 25% statistic above, what is the industry doing to influence those students in making career decisions and educational plans that could lead to AED dealers hiring them… well educated and prepared… several years down the road? Now, put that in the context that:

- Many students are starting to think about careers, and making career decisions, early in their high school experience; some even in middle school.
- Career and decision influencers, such as high school and middle school counselors, parents and peers certainly are discussing career options with students.
- Related career and technical college programs such as automotive, collision repair, diesel truck and others, as well as those who hire the technical college program graduates are competing for new students from much the same student talent pool. Some of these industry groups are in fact fairly active at the high school and even middle school levels.

So, what do we do? The AED Foundation is already hearing from some dealers that they need but can’t find technicians even now as the industry still struggles in early recovery that is very slow. Many laid-off technicians have left this industry and are not coming back. A dealer recruiter could be looking at a 3-4 year lead time from student recruitment in high school to completion of a 2-year diesel technology degree to hiring by the dealer. I guess student recruitment comes down to that primary rule of success that many of us tell our young adults and students, “First, you have to show up.” In this case, “the industry has to show up” and talk to students about what we have to offer.

It’s not very long before the next middle and high school academic years start. If this hits home for you, we encourage you to get involved with middle and high schools locally to promote the AED dealer technician career opportunity. The AED Foundation can advise you on how to get started and assist you with student recruitment ideas and tools that are available at no charge to AED members.

Remember that your recruitment involvement with middle schools, high schools and local technical colleges with diesel technology programs needs to be a continuous effort. For example, you may think that once you have recruited a high school student for a college diesel technology program your job is done; you can just show up at graduation time to
hire him or her. However, it’s a well-known fact that high school students and students who have graduated often change their mind as they find out more about careers that are out there.

On career issues, as you may have heard said, teens and young adults are “moving targets.” Also, a number of websites I visited showed statistics indicating that roughly two-thirds or more of college students change their majors at least once. Add to this that students are being told that they will have some 5-7 career changes during their working life. The above speak to the importance of a mentoring process that supports their learning and reinforces their career choice; from middle school to high school, to entrance into a diesel/equipment technology program, throughout that technical program, and into dealer hiring and placement.

As a final note, The AED Foundation recently piloted an initiative to recognize quality high school technology programs. AED Recognition of High School Technical Programs rewards those secondary schools who work with local AED-Accredited colleges and equipment industry businesses to develop and achieve local high school technical standards. The program is managed and administered locally by a sponsoring AED Accredited college program; that college also confers this recognition.

You can impact your own technician recruiting situation rather than just cross your fingers. For more information on how to become more involved in efforts with high schools and post-secondary diesel/equipment technology programs, contact The AED Foundation.
APPENDIX B – Sample Letter to School/Government Officials

Note: Put this letter on company letterhead.

Date

Name
Title
School/Organization
Address
City, State, Zip

Dear Mr./Ms. Last Name:

**Introduce your company and express thanks for current support:**
Established in 1952, ABC Construction Equipment has served local construction industry equipment needs for over 50 years. As President of ABC Construction Equipment, I want to express my gratitude to you for your support of technical schools that provide high-quality technical training. The construction equipment industry depends on these schools, and the associated construction equipment programs, to meet the critical need for well-trained entry-level technicians.

**State the letter purpose and the problem:**
The reason for this letter is to stress the importance of the program name at school name to my equipment dealership and the local construction industry. I am asking for your continued support, particularly given the many challenges that schools face, financial and other, in secondary and post-secondary education today.

Workforce surveys by AED, the nationwide heavy equipment dealer association, indicate that the construction equipment industry continues to have a serious shortage of qualified equipment technicians. Associated Equipment Distributors estimates that the industry will need to hire 20,000 technicians in the next five years. The best way to meet this need is through the success of post-secondary programs such as the one mentioned above.

**State your commitment and involvement:**
ABC Construction Equipment is doing its part to support local technical programs. I am on the advisory board for the program I mentioned. The dealership provides assistance in the form of technical support, heavy equipment and parts for training, funding for training aids, and student recruitment and placement assistance. We are involved in offering students work-study and internship opportunities, as well as financial aid through scholarships and student loans.

**State your request for support:**
I request your continued support for the program name at school name. As you can see, it’s certainly critical to the interests of local construction equipment dealers and the local construction industry. However, the benefits go far beyond that. A healthy local construction industry contributes to a healthy local economy. Most important, however, is that students are able to embark on a solid career path, now and into the future. The technician position offers: a high-tech profession, high job demand and stability, attractive income, and the opportunity for personal and career growth. It’s a truly unique career opportunity in today’s rapidly changing work environment.

Thank you for your time. Through the collective efforts of all involved, the result will be the continuation of a strong heavy equipment technical program that meets the needs of all stakeholders.

Sincerely,

**Signature**

Title

Company Name
APPENDIX C

Employee Mentoring – There’s More to It Than You May Think
By Steve Johnson, CED Article

Mentoring is one of those words that is thrown around rather loosely in organizations today. We all know who our own mentors are and have been, those who have helped us grow and develop along the way in our careers. Yet typically these mentoring relationships have been informal, coming about through friendships, many times a by-product of seeking out advice and counsel. There is nothing wrong with this; it’s a good thing and it should continue. However, the question arises, “how can a company facilitate and encourage these relationships, and better develop employees’ work competencies, especially where there are people who perhaps are uncomfortable with and don’t pursue such opportunities.

A number of companies have found it profitable to put a more formal structure to mentoring. Certainly, in day to day operations, management structures of a company provide much direction in what is to be done and how. But where do people turn when there are issues related to personal and professional growth. Here, things like company culture and dynamics, business politics, people management, career advice and development, and similar issues come into play as well. The intent of this article is to paint a basic picture of what mentoring might look like in your dealership. To start out, a common question may be, “what are the benefits of mentoring?” To name a few:

- Mentoring can provide an employee with a level of skills and knowledge, interpersonal and operational, company and industry, that will help him or her perform and serve company needs better.
- People will have reliable and confidential places – safe havens – where they can test their ideas and thoughts and get good feedback, get another opinion, and have personal support in what sometimes can be an impersonal and confusing environment.
- It’s not uncommon for a parent to say to him or herself, “Why can’t they just take it from me instead of learning the hard way?” People can learn from mentors as to the right and wrong ways of doing things; learn from the good and bad experiences of mentors. Maybe people can avoid some of the “hard way.”
- It’s a way for people to expand their business connections through their mentors’ more extensive network, something that can be valuable to both company and career.
- Typically, the mentors find that they are learning much from the people they are mentoring including: new ideas and perspectives, current business practices, technology change, working optimally with “younger generations,” and others. This is also influential in the workplace.
- Mentees build confidence in their organizational abilities; confidence derived from doing things successfully, rather than by mere trial and error.

Regardless of whether you wish to implement a simple or more complex mentoring program at your company, some common threads emerge among many authors as to steps in the process. Here is a short outline summary of those steps may look like.
1. Know why you are implementing a mentoring program, what you expect from it, and what you are willing to invest in it – human and financial resources. In the end, a mentoring program must be linked to company goals and objectives.
   a. Define the purpose: is the program strictly developmental, or are there other aspects to it such as: employee recognition, employee awards, retention, succession planning, employee morale and job satisfaction, and/or creating a select group of trainees for others to aspire to.
   b. Define the scope: is it part of a more exclusive management development program, or something you want to offer to a broader spectrum of employees?
   c. Define the outcomes you want to achieve; here are several examples: broad leadership coaching, broad operational management expertise, faster learning curve for new hires, additional functional expertise in selected areas, remedial where employees have demonstrated particular needs, or employee team building.

2. Define a strategy and plan; issues and items that build on step one.
   a. Who will oversee and manage the mentoring initiative and how? Who owns the budget for this? Where will documentation be archived?
   b. Is the mentoring initiative to be for a defined period of time, or established more permanently?
   c. What process will be used to select mentors and mentees? Participants should not be drafted; they need to be volunteers and excited about the program.
   d. Will mentor training be provided to participants (strongly advised)? What types of learning tools will be used during the mentoring process?
   e. What mentoring types will be used? Ex. one-to-one; group-to-one, one-to-group, peer-to-peer, executive-to-manager.
   f. What are specific goals and objectives, for each mentor and mentee? These should be laid out in writing.
   g. How will results be measured and evaluated? At what time intervals will these evaluations be made? How will success be defined?

3. Keep an eye on key things related to success of a mentoring program; see below:
   a. Buy-in from senior management, as well as all employees must be present; this is particularly true as to those departments and individuals who interact with the mentee thereby supporting the initiative.
   b. Mentors must be able to motivate, establish trust relationships with mentees, listen and respond objectively, be honest, and truly believe that what they are doing is important. Again, mentor training is strongly advised; “mentor” is a different role than business management with a much different interpersonal dynamic.
   c. Mentors and mentees need to meet regularly via an established schedule; an ad hoc approach here typically just doesn’t work well.
   d. Confidentiality is critical to establishing trust; it can be managed informally or formally through written agreement.
   e. Mentoring can be established in many forms and structures; there is no one right way. Establish your initiative in a way that is aligned with your company culture, business processes, internal dynamics, and customer philosophy.
   f. Establish a control process at regular intervals. Once implemented, the mentoring program must be monitored to learn what is working and what is not, and “fix” things where needed. This is an ongoing process.
Mentoring provides employee education and development in a way no other method can. You are encouraged to take another look at mentoring and how it may make your company more successful.
WHAT IS A MENTOR?

“A mentor is a person who helps another learn and grow.”

Key Qualities of a Mentor
• Supports the employees/students and is concerned with their growth.
• Shows concern for employees/students’ development as a whole; not just in the job they do.
• Maintains independent relationships with employees/students; not based merely on authority or power.
• Listens, questions, and only then advises.
• Shares knowledge of career development initiatives within the organization.
• Commits to carrying out mentoring activities for the employees/students.

What Mentors Do
• Set expectations of performance.
• Offer challenging ideas.
• Help build self-confidence.
• Encourage professional behavior.
• Offer friendship.
• Confront negative behaviors and attitudes.
• Coach the employees/students.
• Explain how the organization functions.
• Inspire the employee/student to be an independent proactive thinker and doer.
• Share experience and knowledge.

Mentor – Employee/Student Contacts
• Initial meeting – discuss expectations, help employee/student understand program goals and objectives, listen to and address concerns, and answer questions.
• Be available on a day-to-day basis to counsel and advise the employee/student.
• Schedule regular meetings – share progress and challenges, and provide support as needed.
• Annually – evaluate and review mentorship, identify new learning activities, discuss how the experience(s) fits into the employee’s/student’s training program and career plan.

Benefits of Mentoring That an Employee/Student May Experience
• Reduces their sense of isolation.
• Smoothes their entry into their chosen career field.
• Provides a view of their chosen career field from another’s perspective.
• Encourages and challenges employee/student to continue developing professionally.
• Helps employee/student strengthen specific skill and knowledge areas.
• Facilitates their training experience with immediate feedback and guidance.
• Provides a role-model to observe and emulate.

Essential Ingredients of a Mentor – Employee/Student Partnership
• Respect
• Trust
• Partnership-building
• Realistic expectations
APPENDIX D

A Dealer Opportunity:
Student Scholarships, Loans, Work Study and Student Jobs
By Steve Johnson, CED Article

Let’s consider for a few paragraphs some financial obstacles that students face as they make choices about technician careers and once they are actively preparing for their career. Dealers have a great opportunity here to help students as they help themselves by developing their technician ranks. Take a quick read and see if the following fits into your technician recruitment plans.

a.) College tuition and large student loans have always been an issue for students. Students have to make the choice, are the results and rewards worth the expenses… worth being saddled with academic debt.

b.) Tuition and fees at colleges have risen and continue to rise much faster than average income levels in the United States.

c.) Some students interested in such careers will determine that they simply do not have the means to attend a technical college, regardless of their career interests and academic abilities.

d.) Students need to invest a minimum of $3,000 to $5,000 in tools while they are in a two-year diesel/equipment technology college program.

e.) Students are faced with spending up to $30,000 to buy tools in their first few years working at dealerships.

As an industry, what do we do? We could leave it be and say, “That’s just the way it is” and hope for the best. A more constructive approach may be to consider how we can help address some of these issues, and facilitate student progression into technician careers. In recent Foundation Scoop articles, I have discussed work mentoring and internship opportunities for dealers. This article focuses more on direct financial assistance to those that need and “earn the right” to have such opportunities made available to them.

We will look at two key areas of opportunity:

1.) Scholarships and Loans
Some dealers choose to offer outright scholarships to students; others have loan programs for selected students. We all know the difference between the two, so the focus here is on alternatives and considerations.

a.) It’s important to have a dealer-student scholarship or loan agreement that delineates the accountabilities of each party, as well as all terms and conditions.

   i. Is the scholarship or loan contingent on a minimum level of academic performance, perhaps term-to-term GPA and/or including graduation with a 2-year degree?

   ii. Is there a re-payment contingency based on whether the student ultimately accepts employment with the sponsoring dealer?

   iii. Is tool purchase assistance a part of the scholarship or loan program?
iv. Does the scholarship or loan agreement provide stipulations for “working off” the financial assistance from the dealer over a specified period of time, for example over 3 years of employment?

v. Does the agreement stipulate a minimum level, defined in measurable terms, of acceptable on-the-job employee performance to retain the benefits of the scholarship or loan?

b.) The AED Foundation has developed a template scholarship or loan template student-dealer agreement, included at the end of this article, that may give you some additional ideas of how you would like to structure dealer-student financial assistance. Note that as state labor laws can vary considerably, you will want to consult your local attorney in finalizing such a document.

2.) Work Study and Student Jobs

Many students are literally “working their way” through college. In today’s economy, jobs are simply hard to come by… in many cases, any type of job. Just offering that job to a diesel/equipment technology student can make a real difference. In these situations a certain amount of employer flexibility may be needed to accommodate the student’s academic program, but there are many potential benefits to the dealer in these arrangements. As a separate note, some colleges offer formal work study programs; in general, the following issues still are relevant.

a.) Flexibility

i. When a student is attending college as he/she can afford to, you may run into situations where the student wants to alternate attending college full-time and working full-time.

ii. If a student is working part-time and going to college at the same time, job schedule flexibility is needed to accommodate both schedules. Also, these schedules may need to change on a semester-to-semester basis as class schedules change.

iii. Just as there are “peaks and valleys” in a business environment, students experience peaks and valleys in their coursework load. Dealers need to understand that and work with the students in those situations.

iv. For some students, the best solution may be “just knowing” that they have a summer job available each year.

v. Other issues may come up; here it’s important to have an active and ongoing dialogue with the student so they are comfortable in bringing up any school/work schedule conflict issues.

b.) Benefits

i. Student assistance can play an important part in meeting a dealer’s ongoing demand for high quality entry-level technicians on a long-term basis by “growing their own technicians.”

ii. In fact, many students are already “spoken for” by graduation time via these types of dealer relationships. Without this type of involvement: a.) you may have no opportunity to hire from a particular college; and b.) you may not have the opportunity to hire the best students.
iii. The dealer has the opportunity to develop a relationship with the student and cement the student’s technician career commitment, and commitment to the dealer, via the dealer’s commitment to the student.

iv. Dealers can literally “see” the student’s work ethic and watch as the student’s skills and knowledge evolve. The opportunity is there to help the student develop in those areas.

v. Bottom line, dealers can evaluate a student and determine if “this is someone I want to hire.”

The AED Foundation encourages dealers to consider these types of opportunities to invest in both students and their businesses. Helping students also fits well in the larger context of working with your local technical colleges to help them develop better academic programs that better meet your needs, including local efforts toward AED Accreditation.
TEMPLATES EMPLOYMENT AND LOAN/SCHOLARSHIP REPAYMENT AGREEMENT

Provided by The AED Foundation

THIS EMPLOYMENT AND LOAN/SCHOLARSHIP REPAYMENT AGREEMENT ("Agreement") is made (Date)___________________, (Year)____, by and between:

(COMPANY NAME herein “Company”) ______________________________________ located at (Address) ______________________________________________________
(City) ____________________________ (State) _________________, (Zip) __________ appearing by and through its duly authorized representative,

AND

(NAME – FIRST, MIDDLE INITIAL, LAST – herein “Student” and “Employee”)
_________________________________ (Social Security No.) ____________
residing at the following address (Address) _________________________
(City) ___________________________ (State) _________________, (Zip) __________.

RECITALS

WHEREAS, the Company is a distributor of equipment manufactured and/or sold by:
(Equipment Manufacturer)____________________________________________

WHEREAS, the Student has been accepted into the:
(Program Name herein “Program”)________________________________________ program at
(School Name) _______________________________________________________ in
(City) ____________________________ (State) _________________, a (Number of Years)______ year, (Number of Semesters/Quarters – underline which) _________ semester/quarter program through which the Student expects to receive a
(AS,AAS,BS,BAS,Other Degree/Certificate/Diploma) ______________________ in
(Subject Area) ________________________________________________________ with an estimated graduation date of (Date: Month/Year)______________________.

WHEREAS, the purpose of the Program is to enable the Student to receive technical education in construction/heavy equipment technology and/or related areas; develop a high level of competency in diagnosing, servicing, maintaining construction/heavy equipment; and pursue a career as a construction/heavy equipment technician.

WHEREAS, in order to facilitate the Student’s participation in the above stated Program, the Company desires to sponsor the Student, provide the Student with financial aid for expenses directly related to the Program, and employ the Student after graduation from the Program.
WHEREAS, the Student desires to receive such financial aid and become an employee of the Company following graduation from the Program.

WHEREAS, the Student and the Company agree to comply with the terms and conditions of this contract as set forth in this Agreement.

WITNESSETH:

NOW, THEREFORE, in consideration of these promises and the parties' material covenants, representations, and warranties made herein, the Company and the Student agree to the following terms and conditions with regard to any financial aid provided by the Company to the Student, and employment by the Company of the Student, as follows:

1. Loan and/or Scholarship Monies

a. Amount of Loans/Scholarships and Expenses

The Company agrees to provide Loan monies and/or Scholarship monies (herein “Financial Aid”) to the Student, only as specified below in this Agreement section; for expenses directly related to participation in the Program indicated in the Recitals and reasonably incurred for tuition, textbooks, fees, housing, meal plans, and travel expenses. Student obligations to the Company in consideration of Loan and/or Scholarship monies provided by the Company are specified in this Agreement. All Loan and Scholarship monies are specified in U.S. dollars.

The Company, at its sole discretion, will determine and communicate to the Student in a timely manner, what constitutes reasonably incurred expenses.

The company, at its sole discretion, will determine if Financial Aid is: a) paid directly to the Student; or b) paid directly to those parties invoicing the Student. If the payment method is (“b”), the Student is responsible for providing to the Company in a timely manner the necessary information needed to pay all applicable invoices within required due dates. Any financial penalties incurred due to the Student not supplying this information to the Company as specified are the responsibility of the Student.

All Student expenses must be approved by the Company, at its sole discretion, and by any deadline specified to the Student by the Company, prior to the commencement of each Program semester/quarter.

Check either 1.) Loans OR 2.) Scholarships. Do not enter information for both. Then, check all applicable items underneath the chosen type of financial aid and show dollar amounts as needed:
1.) ___ Loans per semester or quarter (as applicable):

   ___ Exact total amount of Loan monies provided $__________
   ___ Maximum total amount of Loan monies to be provided $__________

Loan monies may be used only to pay directly related Program expenses, up to the dollar maximum shown, as approved by the Company, for:

(If Applicable)

Dollar Maximum
___ Tuition, textbooks and fees $__________
___ Housing and meal plans $__________
___ Travel expenses to and from Program location $__________
___ Other ________________________________ $__________
___ Other ________________________________ $__________

2.) ___ Scholarships per semester or quarter (as applicable):

   ___ Exact total amount of Scholarship monies provided $__________
   ___ Maximum total amount of Scholarship monies to be provided $__________

Scholarship monies may be used only to pay directly related Program expenses, up to the dollar maximum shown, as approved by the Company, for:

(If Applicable)

Dollar Maximum
___ Tuition, textbooks and fees $__________
___ Housing and meal plans $__________
___ Travel expenses to and from Program location $__________
___ Other ________________________________ $__________
___ Other ________________________________ $__________

b. Student Withdrawal From Program - Loan and/or Scholarship Repayment

While the Student is participating in the Program, the Loan or Scholarship monies shall not be due and payable to the Company. However, if the Student’s participation in the Program is discontinued for any reason prior to graduation and the conferring to the Student of the Degree/Certificate/Diploma stated in the Recitals, all Loan and/or Scholarship monies received by the Student under the provisions of this Agreement shall be immediately due and payable to the Company, together with interest at the maximum rate allowable under (State Name)_____________________law, and all costs of collection.

As an exception to the above provisions of this Agreement section, should the Company discontinue payment of Loan or Scholarship monies specified by this Agreement prior to
graduation and the conferring to the Student of the Degree/Certificate/Diploma stated in the Recitals, other than for reasonable cause, any Loan and/or Scholarship obligations to the Company incurred by the Student under the provisions of this Agreement shall be deemed extinguished.

c. Work Repayment Plan – Loans and/or Scholarship Monies

If the Student successfully completes and graduates from the Program stated in the Recitals, becomes employed and remains continuously employed by the Company for a time period of (herein “Number of Months”) _______ months from his/her hiring date by the Company, any Loan obligation incurred by the Student under this agreement shall be deemed extinguished. After the above specified number of months from his/her hiring date, any Student obligations under this Agreement related to Scholarship monies provided by the Company shall also be deemed extinguished.

However, if the Student successfully completes and graduates from the Program, but remains employed by the Company for a time period of less than the Number of Months specified above following his/her hiring date by the Company, for any reason, the Student is obligated to repay the Company all Loan and/or Scholarship monies actually received under the provisions of this Agreement as follows.

The Company will calculate the Student’s repayment obligation to the Company according to the following formula:

\[
\text{Student Repayment Obligation} = \left( \frac{\text{Number of Months Remaining in Contract}}{\text{Total of Number of Months in Contract}} \right) \times \text{Total Amount of Loan}
\]

The Student Repayment Obligation calculated based upon the foregoing formula, together with interest at the maximum rate allowable under (State Name) _________________ law, and all costs of collection, shall be due and payable to the Company at the date of termination of employment with the Company.

As an exception to the above provisions of this Agreement section, should the Company terminate employment of the Student other than for reasonable cause, any Loan and/or Scholarship obligations to the Company incurred by the Student under the provisions of this Agreement shall be deemed extinguished.

2. Employment

The Company hereby agrees to employ the Student, (herein “Employee” following hire), upon successful graduation from the Program, subject to the following

Should the Company choose to not employ the Student upon successful graduation from the Program, with the exception of reasonable cause, any Loan and/or Scholarship obligations incurred by the Student under this Agreement shall be deemed extinguished.
a. **Duties**

The duties of the Employee, upon hire, are to be those of a typical entry-level technician employed by the Company; those duties to be established and modified at any time at the complete discretion of the Company.

b. **Compensation, Benefits and Expense**

1.) **Compensation**

   The Company shall pay the Employee an hourly wage or annual salary commensurate with other entry-level technicians employed by the Company.

2.) **Benefits**

   The Employee shall be entitled to all the rights, benefits, and privileges (including vacation, health insurance, pension, other fringe benefits) that the Company at its sole discretion provides to other employees in the Employee's job classification.

3.) **Taxes**

   The Company shall withhold from any amounts payable as compensation all federal, state, municipal or other taxes as are required by any law, regulation, or ruling. The Employee shall be responsible for properly reporting monies received from the Company as income under applicable federal, state and municipal tax law.

4.) **Other Employment Specification Options (Check if applicable):**

   **Salary:**

   Subject to this Agreement, and upon graduation and hiring by the Company, Student is guaranteed by the Company a minimum starting compensation of:

   a.) _____ Option 1 – Specific hourly pay rate of $___________ per hour, not including overtime.

   b.) _____ Option 2 – Specific annual salary of $____________ per year, not including overtime.

   c.) _____ Other ____________________________________________________________

   d.) _____ Overtime pay will be paid based on the Company’s overtime policy for all employees in the same job classification as the Employee.

   **Location:**

   Subject to this Agreement, and upon graduation and hiring by the Company, Student agrees to and is guaranteed employment by the Company at the following Employment Location:
a.) _____ Option 1 – Location/Branch
   (Branch Name) _______________________________________
   (City) __________________________ (State) ______

b.) _____ Option 2 – Location
   (Name) __________________________ (City) __________________________ (State) ______

c.) _____ Option 3 – Employee agrees to employment at any Company location in the lower 48 states of the United States

d.) _____ Other ___________________________________________________

Hours:

Subject to this Agreement, and upon graduation and hiring by the Company, Student agrees to and is guaranteed by the Company the following work schedule:

a.) _____ Full-time (40 hours per week or more)

b.) _____ Part-time at (hours) ________ hours per week

c.) _____ Up to (hours)________ hours per week overtime, as determined by Company on an as-needed basis

d.) _____ Overtime as determined by the Company on an as-needed basis

e.) _____ Other ___________________________________________________

3. Termination

a. Termination

   Notwithstanding any other provision of this Agreement, the Employee's employment shall terminate subject to the following provisions:

1.) Either party may terminate the Employee's employment for any or no reason, with or without cause, upon two weeks written notice to the other party. Upon such termination, all provisions of this Agreement remain in effect.

2.) The Employee's employment shall terminate without notice upon the Employee's date of death. Upon such termination, all provisions of this Agreement remain in effect as against the Employee's estate, heirs, legal representatives and successors.

3.) Should the Employee's employment terminate due to permanent disability, and the cause of disability is directly related to the Employee's employment with the Company,
any Loan and/or Scholarship obligations incurred by the Student under this Agreement shall be deemed extinguished.

b. **Effective Termination of Compensation and Benefits**

The Employee’s compensation and benefits hereunder shall terminate effective immediately on the date of termination of the Employee’s employment, and from that date, the Employee shall be entitled only to such severance benefits as the Company may at its sole discretion provide to its other employees in the Employee’s job classification.

4. **Indemnification**

a. The Student/Employee shall indemnify and hold the Company harmless from and against any and all liability and expense of any kind, including legal costs and reasonable attorney’s fees, arising from the Student/Employee’s misconduct, negligence, or fault.

b. The Student/Employee shall indemnify and hold the Company harmless from and against any and all liability and expense of any kind, including legal costs and reasonable attorney’s fees, arising from the Student/Employee’s participation in the Program specified in the Recitals.

5. **Assignment Prohibited**

This Agreement is personal to each of the parties hereto, and neither party may assign or delegate any of its rights or obligations hereunder without first obtaining the written consent of the other party. This provision does not restrict assignment or delegation of this Agreement by the Company when such assignment or delegation is part of the sale or other transfer of ownership of the Company.

6. **Amendment**

No modification, amendment, addition to, or termination of this Agreement, nor waiver of any of its provisions, shall be valid or enforceable unless in writing and signed by the Student/Employee and approved by the President of the Company.

7. **Waiver**

A waiver of a breach of any of the provisions of this Agreement, or failure of either party to enforce any term of this Agreement, will not be treated as a waiver of any subsequent breach of the same or any other provision of this Agreement.

8. **Binding Agreement**

This Agreement shall be binding on the parties, their heirs, legal representatives and successors.
9. **Notices**

All notices under this Agreement shall be in writing and shall be served by personal service or registered mail, return receipt requested. Notice by mail shall be addressed to each party at his/her/its address as set forth above. Either party may notify the other party at any time of a different address to which notices shall be sent.

10. **Governing Law and Venue**

This Agreement shall be governed in all respects, whether as to validity, construction, capacity, performance, or otherwise, by the laws of the State of (State____________________). Any dispute arising under this Agreement, and any action to collect the balance due and owing under provisions of this Agreement, shall be brought in a court of competent jurisdiction at a location situated within this State and specified by the Company.

11. **Severability**

If it should be determined that one or more of the Sections of this Agreement are found to be unenforceable, illegal, or contrary to public policy, this Agreement shall remain in full force and effect, except for the unenforceable section or sections.

12. **Entire Agreement**

This Agreement represents the entire agreement between the parties and cancels and supersedes all other oral or written representations and understandings.

13. **Attorney’s Fees**

In the event of any litigation by any party to enforce or defend its rights under this Agreement, including but not limited to any action to collect any monies owed under this Agreement, the prevailing party, in addition to all other relief, shall be entitled to reasonable attorney’s fees.

**IN WITNESS WHEREOF**, the parties have executed this Agreement to be effective as per the provisions of the Agreement.

**COMPANY**

Company Name

__________________________________________

Print Name__________________________

Title _______________________________

Signature___________________________

Duly Authorized Agent

**STUDENT/EMPLOYEE**

Print Name__________________________

Signature___________________________
APPENDIX E

Why Aren’t You Involved in Student Technician Internships?
By Steve Johnson, CED Article

Let’s see… there’s a growing equipment tech shortage looming… we need to get students into technical programs and into our industry… we want to all find the best and the brightest for our own companies. The data shows that a majority of interns are hired full-time after they are out of college. If you are looking for entry-level techs from diesel/equipment college programs, and you’re not involved with those programs, you may be left out at graduation time. Why aren’t you involved in student technician internships?

The students benefit, for example:

▪ They get to experience a technician’s life “on-the-job.”
▪ For internships that pay, it assists in paying their college bills and tool purchases.
▪ Students can be mentored by and learn from professionals in their field.
▪ Interns get to know about “life” at this potential employer.
▪ Real work experience enhances a student’s resume.

The dealers benefit, for example:

▪ Students can be screened; observed and evaluated before the hire.
▪ Students from high quality programs bring in up-to-date technical expertise.
▪ Students bring in new energy and thought processes.
▪ Dealer support of internships helps fill the technician hiring pipeline, from student recruitment to college enrollment to college graduation to job placement
▪ Internships provide dealers with a temporary flexible labor pool with no hiring commitment.

The college diesel/equipment technical programs benefit, for example:

▪ Technical programs need relationships with dealers who can provide students with internship experiences.
▪ College faculty members receive feedback on their curriculum and courses.
▪ The college programs develop better linkages with the industries they serve and their needs.
▪ Networks developed through internships can better assist the college program in achieving its goals through collective action and resources.
▪ The students have a much better, more enriched overall educational experience.

A successful internship experience for all parties must be premised on appropriate objectives. The most critical issue can be summed up here. The student intern must have the opportunity to grow, personally and professionally. For example, if all they get to do is basic “R&R” work, sweeping the floors, and washing incoming equipment, the internship has no value except for some temporary cheap labor for the employer and perhaps a few bucks for the student. The dealer needs to assign the intern with work that develops their technical knowledge, and increasingly challenges them over the span of the internship.
The internship needs to be structured with a plan that outlines for schools, employers and students such things as internship length of time, compensation, work hours, the work experience plan… with specifics, expected measurable outcomes, and housing and other logistics if needed. Dealers must provide the needed supervision and mentoring; and provide feedback to the student throughout the internship. Of course, all federal and state employment laws must be adhered to.

One resource The AED Foundation offers to dealers is the template internship agreement below. Hopefully it gives you a better idea of how a student internship can be structured. Note that at the beginning of the document, some basic steps are provided for developing internship opportunities for students. The State of North Dakota’s Employer Internship Guide at http://www.teamnd.org/documents/Interns2.pdf is another resource you may want to look at. It’s only 15 pages, but it provides a very good statement on the “whys” and the “hows” of internships. Still more in-depth information is on North Dakota’s internship website at http://www.teamnd.org/resources.cfm. Because of changing federal and state laws, the Foundation highly recommends that you consult with your local attorney prior to using the template internship form or an altered version.

The above is just a basic outline of the benefits of internship programs to all stakeholders in the equipment industry. There will be differences in the internship structures depending on which college technical program you are working with. I would encourage all AED member dealers to contact their local college diesel/equipment technology programs and become involved in student internships. The experience will be something that is good for the dealership, good for the students and good for the colleges.

**STUDENT INTERNSHIPS – STEPS TO SUCCESS**

1. Technical school establishes internship program structure and school requirements for student participation in the internship program. This includes any academic credit the student will receive for participating in the internship program.

2. A list of internship performance objectives for participating students to complete is developed, as well as a list of internship accountabilities expected of the student. This is a joint development effort of the technical school and participating dealer(s).

3. A process is established for students at technical schools to express interest in participating in an internship, including a comprehensive application.

4. Student fulfills any school requirements for participation in the internship program.

5. Representatives from the school interview and evaluate the student applicant and make a favorable or unfavorable decision as to the disposition of the application.

6. Given a favorable result from evaluation of the student application, representatives from the school and the participating dealer meet with and interview the student for the potential internship; and review general internship policy and agreement terms and conditions with the student. The list of internship performance objectives and student accountabilities is also reviewed with the student.
7. Upon continued expressed interest by the student, and a positive evaluation of the student by both school and dealer, student completes any pre-internship requirements per the established human resource policies of the dealership which may include such things as: a physical examination, drug tests, human resources paperwork, background checks, references, and other requirements established solely at the discretion of the dealership.

8. At the discretion of the participating dealer, the student is offered the internship, subject to the terms and conditions of the proposed internship agreement, via letter with the fully completed agreement attached.

9. All internship agreement details and other expectations are reviewed with the student by the dealer and school, including: internship dates, pay, benefits, etc.

10. A Dealer Internship Supervisor / mentor at the participating dealer is assigned to the student intern to advise and counsel the student through the internship work activities… and perhaps beyond the internship. The student should be accountable to this person throughout the internship. (Technical school may want to consider mentor training.)

11. The internship agreement is executed by all involved parties.

12. The internship commences on the planned date.
Internship programs in heavy equipment technology provide the Student Intern with technical learning that is obtainable only from actual on-the-job work experiences. Here, students can learn more about the latest technology and work processes with a hands-on approach. An internship program is a partnership of the Student Intern, the Technical School and the participating Dealer Employer. That collaboration is essential to accomplishing the goals of the internship stakeholders and making the internship a success. Each party has an important function to fulfill, and the collective efforts must be carefully coordinated. This Agreement is provided to help all parties understand their responsibilities in this arrangement.

THIS STUDENT TECHNICIAN INTERNSHIP AGREEMENT (herein "Agreement") is made (Month,Day)______________________, 20___, by and between:

(DEALER EMPLOYER NAME herein “Dealer Employer”)

Located at (Address) ____________________________________________________________
(City) ____________________________ (State) _________________, (Zip) ___________
appearing by and through its duly authorized representative,

AND

(STUDENT INTERN NAME – FIRST, MIDDLE, LAST – herein “Student Intern”)

________________________________________ residing at the following address:
(Address) ____________________________________________________________
(City) ____________________________ (State) _________________, (Zip) __________,

AND

(TECHNICAL SCHOOL NAME herein “Technical School”)

Located at (Address) ____________________________________________________________
(City) ____________________________ (State) _________________, (Zip) __________
appearing by and through its duly authorized representative.

RECITALS

WHEREAS, the purpose of this internship program is to enable the Student Intern to receive work experience in construction/heavy equipment technology and/or related areas; develop a high level of competency in diagnosing, servicing, maintaining construction/heavy equipment; and pursue a career as a construction/heavy equipment technician.
WHEREAS, in order to facilitate the Student Intern’s participation in the above stated areas, the Dealer Employer desires to offer the Student Intern an internship.

WHEREAS, the Student Intern desires to participate in said internship program with the Dealer Employer as a part of his/her academic program.

WHEREAS, the Technical School desires to support and facilitate the Student Intern’s participation in this internship.

WHEREAS, the Student Intern, the Dealer Employer and the Technical School agree to comply with the terms and conditions as set forth in this Agreement.

WITNESSETH:

NOW, THEREFORE, in consideration of these promises and the parties' material covenants, representations, and warranties made herein, the Student Intern, the Dealer Employer and the Technical School agree to the following terms and conditions:

General:

- The internship will commence on (Month)___________ (Day)___(Year)_______ and will conclude on (Month)___________ (Day)___(Year)_______.
- The internship location will be:
  - Dealer Name: ________________________________________________________
  - Dealer Location: ______________________________________________________
  - ______________________________________________________
- Student Intern goals, objectives and accountabilities, including any related deadlines, will be established and agreed upon by the Technical School and Dealer Employer. The Student Intern will receive a copy of this document as part of this Agreement.
- Date Document Provided: _____________________________________________
- The Student Intern will be compensated for work performed at an hourly rate of $_______ . ____ ; overtime pay will be at the rate of $_______ . ____ per hour.
- In the event of an on-the-job related injury or illness, the Student Intern shall be entitled to benefits under the Workman's Compensation Insurance Contract in-force for the Dealer Employer. The employee is responsible for reporting any on-the-job related injury or illness to his/her supervisor as soon as possible after the occurrence.
The Dealer Employer will provide the Student Intern with comprehensive information about any fringe benefits the Student Intern is entitled to while working for the Dealer Employer, including but not limited to: insurance coverage(s), holidays, and sick time.

The Dealer Employer shall withhold from any amounts payable as compensation all federal, state, municipal or other taxes as are required by any law, regulation, or ruling. The Student Intern shall be responsible for properly reporting monies received from the Dealer Employer as income under applicable federal, state and municipal tax law.

The Dealer Employer will schedule work for the Student Intern for a minimum of _____ hours per week.

The Dealer Employer and Student Intern may expect overtime in the range of _____ to _____ hours per week.

The work experience required to receive academic credit for this internship is _____ total hours of work within the above-specified internship time period.

Upon successful completion of this internship, the Student Intern will receive _____ academic credits or hours (circle) toward the degree requirements of the academic program they are enrolled in at the Technical School.

All parties will make every effort to arrange a work schedule that is acceptable to the Student Intern, the Dealer Employer, and the Technical School.

All parties will make every effort to provide the opportunities and resources needed for the Student Intern to complete any related assignments specified by the Technical School. Such assignments will be mutually agreed on by the Dealer Employer and the Technical School.

Any modification of this Agreement requires written consent of all parties to the Agreement.

Any party to this Agreement may terminate the Agreement, for any or no reason, with or without cause, upon _____ weeks written notice to the other parties to the Agreement. Should the Dealer Employer determine that the Student Intern’s work and progress are unsatisfactory, and has made a reasonable effort to address and correct the problem in consultation with the Student Intern, the Student Intern can be removed from this internship by either the Dealer Employer or the Technical School at their sole discretion. Upon such removal, all provisions of this Agreement will be deemed extinguished immediately by all parties to the Agreement.

This internship shall not be construed as an offer of employment to the Student Intern upon conclusion of the internship as specified in this Agreement. Any compensation or benefits provided to the Student Intern under this Agreement will terminate effective immediately upon conclusion of the internship.
Dealer Employer:

- The main function of the internship is to provide students with learning opportunities that provide them with experience on the latest technology and up-to-date work processes. This includes tasks relating to the troubleshooting, diagnosing and repairing of equipment used in the heavy equipment industry. The Dealer Employer and Dealer Internship Supervisor agree to provide these types of work experiences for the Student Intern to the best of their ability.

- The Dealer Employer will provide the Student Intern and the Technical School with weekly Student Intern performance evaluations as well as a comprehensive summary performance evaluation at the end of the internship time period. The performance evaluations will be based on the requirements of the Technical School internship program, and the stated goals and performance objectives.

- The Dealer Employer will designate a qualified Employee to function as Internship Supervisor. In this role, that person will be responsible for direct supervision of the Student Intern, completing / reviewing any required activity reports, filling out all required student performance evaluations and other required functions. Where required, this person will also function as liaison with the participating Technical School on all matters with regard to this internship. This includes notifying the Technical School of any unsatisfactory performance by the Student Intern.

Dealer Internship Supervisor:

Name: ________________________________________________________
Title: _________________________________________________________
Contact Information: ____________________________________________
____________________________________________

- The Dealer Employer will provide the Student Intern and the Technical School with a work schedule covering the duration of the internship, and will obtain agreement on the work schedule from the Student Intern and the Technical School.

  Date Work Schedule Provided: ________________________________

Student Intern:

- The Student understands that academic credit for this internship is contingent upon successfully completing the goals and performance objectives as specified by the Technical School and Dealer Employer.

- The Student Intern must have and maintain a _____ GPA in technical and technical support courses.

- The Student Intern must have and maintain a _____ GPA in overall coursework.
• The Student Intern shall abide by all policies, rules, regulations and personnel requirements of the Dealer Employer.

• The Student Intern shall abide by all policies, rules, regulations and personnel requirements of the Technical School.

• The Student Intern must be properly registered with the Technical School that is party to this Agreement and pay the scheduled rate of tuition prior to being assigned an internship site.

• Room, board, personal and all other travel expenses related to this internship are the Student Intern’s responsibility.

• The Student Intern shall indemnify and hold the Dealer Employer and Technical School harmless from and against any and all liability and expense of any kind, including legal costs and reasonable attorney's fees, arising from the Student Intern’s misconduct, negligence, or fault.

• The Student Intern shall indemnify and hold the Dealer Employer and Technical School harmless from and against any and all liability and expense of any kind, including legal costs and reasonable attorney's fees, arising from the Student Intern's participation in the internship program specified herein.

Technical School:

• The Technical School will approve / disapprove the Dealer Employer as an internship site, based on the Technical School’s own stated requirements for such sites.

• The Technical School will designate a qualified Instructor to function as liaison with the Student Intern and Dealer Employer on all matters with regard to this internship. In this role, that person will be responsible for supervising the internship program, completing / reviewing any required activity reports, filling out any required student evaluations and other required functions.

Technical School Liaison:

Name: ________________________________________________________
Title:  ________________________________________________________
Contact Information: ____________________________________________
____________________________________________

• The Technical School Liaison has the responsibility, with the Dealer Employer, of ensuring that the internship is productive and successful for the Student Intern. The
Liaison will make visits to the Dealer Employer as deemed necessary for a successful internship program.

- The Technical School Liaison will be responsible for grading internship work and providing a final grade as per the policies and grading criteria of the Technical School.

- The Technical School shall indemnify and hold the Dealer Employer harmless from and against any and all liability and expense of any kind, including legal costs and reasonable attorney's fees, arising from the Student Intern's participation in the internship program specified herein.

IN WITNESS WHEREOF, the parties shown below have executed this Agreement to be effective as per the provisions of the Agreement. All parties to this Agreement certify with their signatures that they have read, understand, and agree to abide by the terms and conditions of this Agreement; and are authorized to sign this Agreement, where applicable, on behalf of their Dealer Employer or Technical School.

**STUDENT INTERN:**

Print Name: __________________________________________

Signature: ___________________________ Date: ______________

**DEALER EMPLOYER:**

Dealer Name: ___________________________________________

Dealer Internship Location: __________________________________

Print Name: __________________________________________

Title: _________________________________________________

Signature: ___________________________ Date: ______________

**TECHNICAL SCHOOL:**

Technical School Name: ________________________________

Technical School Location: ______________________________

Print Name: __________________________________________

Title: _________________________________________________

Signature: ___________________________ Date: ______________
APPENDIX F

Service Technician Position Description

Construction equipment service technicians maintain and repair the heavy equipment used in all forms of construction, agriculture, mining, logging, materials handling and related industries. This equipment can range from gasoline-powered light construction vehicles to giant, diesel-powered earthmovers, mining trucks, cranes and pavers. These machines can carry price tags in the hundreds of thousands or millions of dollars.

Construction equipment today is very high-tech and sophisticated. Working on this equipment requires a sound knowledge of math, science, computer and language skills; as well as advanced knowledge in engines and fuel systems, electrical and electronics, hydraulics and hydrostatics, power trains, air conditioning and climate control, and safety practices. Efficient and accurate work, done right the first time, is essential. Construction equipment dealers must meet customers’ needs for proper repair and minimal downtime. Machine downtime, and any associated project delays, can cost an equipment owner many thousands of dollars.

The service technician is a front-line employee with direct customer contact; and is a valued, essential element of dealer success. In addition to technical skills, people skills are vital for effective customer relationship management and decision-making. Training for this job doesn’t stop with the conclusion of formal education. Employers invest in continuous learning for their technicians, who require the latest knowledge in new product technology, management, and other job-related skills.

The position offers a career path that provides interesting high-tech work responsibilities, high employer demand for qualified technicians, job and income stability, and advancement potential. Many technicians have the opportunity to advance into sales positions, product support, parts management, service management, branch management and corporate management.

Responsibilities

- Ensures that all service to customer or company-owned equipment is completed efficiently, on time, and correctly according to specifications. Repairs are commonly completed either at the dealer’s service facility or in the field at a customer site.
- Responsible for diagnosing problems, estimating repair costs, ordering parts, minimizing re-work, proper use and care of tools and equipment, on-the-job safety practices, and proper job documentation including technical report writing.
- Completes repairs within performance standards guidelines as set by the dealer: repair time, quality of repairs / amount of rework, quantity of repairs / labor efficiency and other measures.
- Contributes to building excellent company/customer relationships.
- Stays up-to-date with current heavy equipment technology.

Educational and Other Requirements

- Strong interest in equipment technology as well as mechanical ability.
- Strong high school academic record in science, advanced mathematics, computers and English.
- High school diploma and/or technical school program in: diesel engines and fuel systems, hydraulics and hydrostatics, power trains, electrical and electronics, air conditioning and climate control systems, and proper safety and environmental practices.
- Highly recommended is a two-year or four-year degree in heavy equipment technology from a well-qualified technical school, such as a college that has achieved AED accreditation.
- The ability and desire to approach technical education as a life-long process in order to stay current in the field and maintain a high level of job performance.
- The people skills to work effectively with company personnel and customers, and promote excellent customer relationships at all times.
FOR IMMEDIATE RELEASE

XYZ EQUIPMENT TO HOST CAREER FAIR FOR LOCAL MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS

XYZ Equipment, Inc. will host a career fair for local high school and middle school students on Saturday, November XX, 201X, from 9:00am to 2:00pm. At the fair, participants will learn about exciting opportunities in the construction equipment industry and have fun in the process.

During the fair, students will learn about rewarding careers as construction equipment technicians and have an opportunity to discuss career opportunities with dealer management and professional technicians. Information will be available on technical college programs in construction equipment, as well as on scholarships, internships and work-study programs.

Students will receive a guided tour of the dealership and get an “up close” look at various types of construction equipment. There will even be an opportunity for students to “test their skills” operating a compact hydraulic excavator. Then they’ll enjoy a lunch of pizza, hamburgers, hot dogs, brats… and all the “fixins.” Every participant will receive a gift for attending, and be entered in a drawing to receive a scale model of the mini-excavator they operated.

This is a great time to learn about a great career opportunity… and see what it takes to succeed as a professional construction equipment technician.

XYZ Equipment is located at 123 South Dozer Drive in Trackland, IL (at the corner of Hwy 48 and South Dozer Drive). For more information, contact Jane Smith at 123.123.1234 ext. 123 or via email at jsmith@xyzequip.com.

XYZ Equipment
123 South Dozer Drive
Trackland, IL 12345
Phone: 123.123.1234
Fax: 123.123.1234
B. Press Release Example – Student Recognition

Note: Remember to include photos, with names, identifying each person by location in the photo(s). You might include a photo and draft caption, such as (for below):
John Doe (left) won the gold medal, and Jim Smith (middle) the silver medal at the 201X state SkillsUSA competition. With them is Bob Smith (right), their instructor at ABC Technical College.

FOR IMMEDIATE RELEASE
May XX, 201X

LOCAL STUDENTS WIN SkillsUSA COMPETITION

Two local students won top honors at the state SkillsUSA competition held in April of this year at XYZ Equipment in Trackland, IL. Competing in Diesel Equipment Technology, John Doe took home the Gold medal and Jim Smith earned the Silver medal. Both are enrolled as students in the equipment technology program at ABC Technical College, an AED accredited school near Trackland, IL.

During the three-day competition, the students were tested on a variety of topics pertaining to diesel equipment. As part of the competition, students were asked to perform such tasks as: correctly diagnose a wiring malfunction on a generator, test the flywheel runout on an engine, and correctly identify hydraulic parts on a machine.

Doe now has the opportunity to travel to Kansas City to participate at the national level of the SkillsUSA competition. The students’ college instructor, Bob Smith, said, “John and Jim have worked very hard in school to get the most out of their college experience; these medals recognize their efforts, diligence and professional expertise.”

For more information, contact Jane Smith at 123.123.1234 ext. 123 or via email at jsmith@xyzequip.com.

XYZ Equipment
123 South Dozer Drive
Trackland, IL 12345
Phone: 123.123.1234
Fax: 123.123.1234
# On-the-Job Training Plan

**Name**

**Position**

**Date**

<table>
<thead>
<tr>
<th>C/F No.</th>
<th>Supervisor Name</th>
<th>Critical Function *</th>
<th>Key Activities *</th>
<th>Performance Description *</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>OJT Hours</th>
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</tbody>
</table>

**Definitions:**

Refer to The AED Foundation’s “Standards for Construction Equipment Technology;” available at no charge at www.AEDFoundation.org. Below are definitions of the above column titles; those with an asterisk (*) are the headings in the Standards Book:

1. **Critical Function Number** – From Standards Book.
2. **Supervisor** – The person who will work with the student during on-the-job training for a particular critical function and/or activity.
3. * **Critical Function** – Major umbrella of knowledge for a specific body of technical skills (see Standards Book).
4. * **Key Activity** – Under each umbrella, the key activities that the learner must master to perform each of the critical functions (see Standards Book).
5. * **Performance Description** – Tasks that demonstrate learning, competence and excellent performance by the employee (see Standards Book).
6. **Start and Completion Dates** – Specified for each item in the above plan.
7. **OJT Hours** – Provides the estimated time needed for training and completion of each plan component.
EMPLOYER GUIDELINES FOR ON-THE-JOB (OTJ) TRAINING

Develop OTJ Program and Training Plans
- Identify those current employees who will be involved in the program and gain their support.
- Develop a structured training plan for each relevant work position that shows what training subjects will be covered and when, involve staff from relevant departments in the plan development process.
- As the training program and plans develop, the roles of various employees must be defined.
- When employee roles are defined, those employees must be trained in their process.
- Inform others in the company about the OTJ program, its goals, and the training plan.
- Assign a mentor for each employee/student to support their OTJ learning process.
- Arrange for work space, supplies, uniforms, and other new employee/student needs.
- Arrange where needed for computer equipment, passwords, e-mail, Internet access.

Schedule Orientation for the Employee/Student
- Introduce each employee/student to their mentor.
- Introduce each employee/student to company staff.
- Introduce each employee/student to the work supervisor(s).
- Identify various key company contacts to go to for information or if there are problems.
- Explain the mission, goals, and objectives of your business/organization.
- Explain appropriate business policies and procedures.
- Explain work hours, breaks, and lunchtime policies.
- Discuss the use of business/organization facilities, furnishings and equipment.
- Show how to use computer systems, telephone system, voice mail, and e-mail.
- Discuss any applicable dress code.
- Discuss salary, benefits.
- Discuss employee parking.
- Include employee/student in various business/organization activities.
- Review relevant safety manuals and procedures.

Communicate Expectations
- Discuss duties and expectations (assign meaningful and challenging work).
- Set realistic deadline(s) for project(s) and training plan completion.
- Encourage employee/student to ask questions.
- Explain what is needed in reporting, why it is needed, when due, and format expected.
- Explain measurements used in the evaluation process.

Review Training Plan Status Regularly
- Review employee/student performance in training plan and work assignments in detail.
- Evaluate progress employee/student is making toward accomplishment of goals.
- Recognize where excellence was demonstrated.
- Suggest areas where improvement is needed; suggest possible paths to improvement.
- Discuss any adjustments to the plan and work assignments.

Performance Review – Meet Quarterly with Employee/Student at Minimum
- Review and evaluate the employee's/student's progress toward established goals.
- Identify skills developed during training, and those skills still needing development.
- Suggest academic courses that may be helpful.
- Suggest other types of work assignments that may be beneficial.
- Complete the performance evaluation per company guidelines.
APPENDIX I

Top 10 Needs Of Schools With Equipment Technical Programs

1. TOP NEED – Dealers supporting technical schools and vice versa. Dealer assistance with student recruitment, especially at middle and high school levels. Also, assistance with retention and placement efforts. Sponsorship of local programs to recruit students: career fairs, school presentations, dealer open houses, mentoring programs, job-shadowing opportunities, events at dealers’ facilities, and other such programs.

2. Dealer and/or manufacturer student sponsorship programs to attend AED accredited universities and colleges including:
   • Scholarships and loans
   • Work-study programs
   • Internship opportunities

3. Equipment and parts for teaching, including such things as:
   • Complete small equipment or industrial units; electric/electronic controlled hydrostatic drives/swash plate; with manuals and specialty tools
   • Electronically controlled, 4-cylinder diesel engines; with manuals
   • Trainers; complete – electronics, controls, engine, transmission, hydraulics
   • Simulators; components to build hydraulic simulators and control circuits
   • Diesel engines with high pressure common rail injection; with manuals
   • Powershift transmissions; with manuals and specialty tools
   • Diagnostic equipment/software

4. Other teaching materials:
   • Classroom instructional CD’s / all technical areas
   • Technical manufacturer documents, including manuals and specifications

5. Support for school instructors: resources, recruitment, technology, training, etc.

6. Dealers and other stakeholders letting local school officials at all levels know how critical these local technical programs are to the success of local dealers and the equipment industry. This includes active participation in local advisory boards.

7. Dealers and other stakeholders contacting state legislators and lobbying for increased funding for secondary and post-secondary heavy equipment/diesel technical programs.

8. Dealers and other stakeholders encouraging manufacturers to:
   • Donate complete equipment and/or complete equipment systems.
   • Provide annual schedules for service training programs; with an invitation to attend.
   • Provide access to resources such as electronic test software.

9. Dealers and other stakeholders offering local student recognition programs based on academic performance or demonstration of learning/skills.

10. Promote and assist schools in pursuing and achieving AED Accreditation.

www.AEDFoundation.org
The AED Foundation ♦ 650 E. Algonquin Road, Suite 305 ♦ Schaumburg, IL 60173
Top 10 Ways Dealers Can Grow Their Own Technicians

1. **Start a student recruitment program now; the tech shortage is just getting worse.**
   Working with middle schools, high schools and post-secondary schools is a local issue and no one can do it for you. The local equipment dealer must become involved.

2. **Work with other local dealers in a collective effort to address the tech shortage.**
   There is power in numbers; you can accomplish much more with a group effort. You will have more human resources, time available, and material and financial resources to really have an impact in your local area.

3. **Develop relationships with local middle schools and high schools.**
   Visit the schools; get to know the administration, faculty and students. Get acquainted with the technical programs, and their strengths and weaknesses. Get to know the decision-influencers such as career counselors; show them this great career opportunity.

4. **Develop relationships with local post-secondary schools.**
   As with middle schools and high schools; visit them, get to know them, get acquainted.

5. **Volunteer to serve on equipment program advisory boards with local schools.**
   Provide industry perspective to the schools; gain academic perspective from faculty. It’s a good way to find out how best to facilitate an excellent local technical program.

6. **Provide equipment, parts, technical information and other resources for local schools.**
   Equipment programs typically have very limited resources, and are faced with funding cuts and resource competition with other programs. Equipment programs are expensive. Do your part to ensure schools have what they need to teach technical subjects well.

7. **Develop career-influencing relationships with students at all levels.**
   Schedule career events at schools or at the dealer facility. Talk to students one-on-one; follow-up regularly with students as they progress through school and make career decisions.

8. **Communicate the career opportunity to parents and other career influencers.**
   A number of people contribute to the career decision, especially parents. Include parents and other influencers in career events and activities that demonstrate the technician career as: professional, high-tech, personally and professionally rewarding, and financially rewarding.

9. **Assist students in reaching their equipment technician career goals.**
   Getting a good technical education is an expensive proposition. Facilitate students’ proper technical education by offering internships, scholarships, loans, and work-study programs.

10. **Commit to the long-term.**
    There are no magic fixes. It’s hard work; it takes time and persistence. It may be a year or two before you see significant results. The student you recruit may be the one you first made contact with four years ago. But once it gets going... look out.

www.AEDFoundation.org
The AED Foundation ♦ 650 E. Algonquin Road, Suite 305 ♦ Schaumburg, IL 60173
APPENDIX K

Rate Yourself on Your Local Workforce Development Dealer Efforts

You are invited to rate yourself on your local workforce development efforts using this Dealer Student Recruitment Scorecard. For just a little context, I know that some of you have dealer representatives on college technical program advisory boards, donate equipment and parts to college diesel/equipment programs, sponsor students financially and as mentors, have recruitment “events” at your dealerships and other such things. Those are all good things, but are they enough? Now go through the Scorecard and take a look at the possibilities. Determine what you are doing, and ask yourself what things you feel you could be doing to benefit your dealership.

In the end, no one can pass or fail you on this evaluation; no one except yourself. Only you can look at these issues, evaluate them, and do the things needed to address your service department management and technician needs.

Dealer Student Recruitment Scorecard

Recruiting Young People for Careers in the Construction Equipment Industry

Equipment Dealers and Technical Schools Working Together to Address the Industry Technician Shortage

**Benefits to Dealers**
- Quality Entry-Level Employees
- Education Geared to Dealer Needs
- Increased Local Technician Availability
- Greater Impact – Collective Local Dealer Effort
- Satisfaction – Helping Schools & Students

**Benefits to Schools**
- Input From Local Businesses
- Program Resources
- Student Recruitment
- Student Placement
- Student Resources

**Benefits to Students**
- Career Information
- Career Guidance
- Potential Financial Resources
- Potential Local Employers
- Real-World Education

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www.AEDFoundation.org
The AED Foundation * 650 E. Algonquin Rd., Suite 305 * Schaumburg, IL 60173

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Dealer Student Recruitment Scorecard

Instructions

The scorecard that follows consists of a list of parameters that relate to workforce strategies and tactics that could be incorporated into the student recruitment plans of proactive equipment dealers. The process is straightforward; just think about the student recruitment efforts that you and/or your company are involved in right now and rate yourself “Yes” or “No” for each parameter. This simple Yes/No rating scale, with no in-between options such as “Sometimes,” focuses the answer on either “we do this regularly in a meaningful way” or “we don’t.”

How do you rate?

It’s not likely that any one dealership can do everything on the scorecard list; nor is that necessarily the point. Effective strategy and tactics, what works and what doesn’t, are directly related to the local situation. There is no “total score” to tell you that you pass or fail. That evaluation is up to you. However, here are some suggestions:

- Does the sum total of what my company and I are doing positively and significantly impact my company’s recruitment of qualified entry-level technicians?
- Look at each cluster of activities on the Scorecard. Are you involved meaningfully in several activities in each area?
- In areas where you are already involved, do you see other ideas/options that could have a big impact on your recruitment program results? Perhaps choose 1-2 additional tactics in each area that you feel would enhance your efforts.
- In areas where you have no significant involvement, of those opportunities shown, which items do you feel could be most valuable to your recruitment program results? Perhaps choose 2-3 options in each of these areas that will help your recruitment efforts succeed.
- The Scorecard list is not nearly exhaustive. Brainstorm and generate strategies and tactics that most effectively address your local situation.

Only you can really answer the bottom line question, “Am I doing the right things; the things I need to do to grow my own technicians and meet the future needs of my company for technicians?” Hopefully, this scorecard helps you answer that question and provides some food for thought about what things you can be involved in to enhance the success of your technician recruiting, and ultimately your business in the future.

How serious are you?

Ultimately, technical schools offer programs to industries that hire their graduates. Before you get started, one basic question. Will you as an equipment dealer make a commitment to hiring 1 graduating technical school student each year for every 10 technicians that your company employs?
DEALER STUDENT RECRUITMENT SCORECARD

Company:
Name:
Date:

Rate you and your company’s involvement as to the following student recruitment parameters. Your rating should not be based on the past, but upon evaluation of your situation right now. Just answer “Yes” or “No” to the following set of questions that ask “Do you...?”

<table>
<thead>
<tr>
<th>PARAMETER</th>
<th>RATING</th>
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<tbody>
<tr>
<td><strong>Your Company – Do You...?</strong></td>
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<tr>
<td>1  Have a stated company-wide commitment, with executive support, to student technician recruitment?</td>
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<tr>
<td>2  Have a comprehensive plan for local student technician recruitment?</td>
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<tr>
<td>3  Communicate the student recruitment plan and expectations of results to all employees?</td>
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<tr>
<td>4  Involve employees in development and implementation of student recruitment programs?</td>
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<tr>
<td>5  Teach employees how to interact positively and properly with students and their career influencers?</td>
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<tr>
<td>6  Have a company committee or task force to work on student recruitment?</td>
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<tr>
<td>7  Have one manager who is assigned the accountability for student recruitment programs?</td>
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<tr>
<td>8  Ensure your company environment “communicates” the concept of a high-tech, sophisticated career option to visiting students?</td>
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<tr>
<td>9  Ensure your company environment encourages the visiting student to think, “I want to work here!”</td>
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<tr>
<td>10 Ensure your facility provides a safe working environment for student employees?</td>
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</tbody>
</table>

| **Working With Other Companies – Do You...?**     |        |
| 11 Work with other equipment dealers to plan and implement student recruitment programs? |        |
| 12 Meet together on a regular basis over the long-term to facilitate local student recruitment? |        |
| 13 Participate on a local task force or committee of dealers to address student recruitment? |        |
| 14 Maintain active involvement with an AED Local Group? |        |
| 15 Contribute human, material and financial resources toward collective student recruitment efforts? |        |

<p>| <strong>Preparation – Do You...?</strong>                  |        |
| 16 Have good working knowledge of AED’s “Standards for Construction Equipment Technology”? |        |
| 17 Have a list of local high schools that you have evaluated/prioritized as prospects to work with? |        |
| 18 Have a list of post-secondary schools that you have evaluated/prioritized as prospects to work with? |        |
| 19 Have an analysis of the need for technicians at your company with established goals and objectives? |        |
| 20 Have an understanding of students’ technical career options and their career decision process? Do you understand the work environment and dynamics that today’s youth are looking for? |        |</p>
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<thead>
<tr>
<th>PARAMETER</th>
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<tr>
<td><strong>High Schools and Post-Secondary Schools – Do You...?</strong></td>
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<tr>
<td>21 Have a good understanding of the school, program structure, curriculum and related information?</td>
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<td>22 Have clear objectives and goals that you have explained to school administrators?</td>
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<td>23 Have established good relationships with school administration and officials?</td>
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<td>24 Have established good relationships with school counselors?</td>
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<tr>
<td>25 Know the technical teachers well? Know what they are looking for?</td>
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<tr>
<td>26 Help the schools obtain technical teaching materials and teaching aids?</td>
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<tr>
<td>27 Make recruitment contacts with leaders of extracurricular clubs such as FFA?</td>
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<tr>
<td>28 Provide technology update seminars for teachers?</td>
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<td>29 Facilitate getting special speakers from OE manufacturers, trade groups, etc.?</td>
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<tr>
<td>30 Visit and communicate with the above career influencers on a regular basis?</td>
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<tr>
<td>31 Ensure schools always have an ample supply of technician career reference materials for students?</td>
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<tr>
<td>32 Continue to work with the schools, even during low points of the business cycle, when you may not be hiring technicians until the business climate improves?</td>
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<tr>
<td><strong>In Addition, for Post-Secondary Schools – Do You...?</strong></td>
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<tr>
<td>33 Provide technical schools with copies of AED national technical standards?</td>
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<td>34 Serve on the school’s technical program Advisory Board?</td>
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<td>35 Donate equipment and parts for teaching purposes to local technical programs?</td>
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<td>36 Help the schools obtain or build equipment system simulators?</td>
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<td>37 Work with the school to inform students of opportunities for employment with your company?</td>
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<td>38 Assist instructors by demonstrating equipment or making technical classroom presentations?</td>
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<tr>
<td>39 Help procure OE technical manuals and reference information for the schools?</td>
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<td>40 Support schools in their efforts to obtain local and state funding?</td>
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<td>41 Help promote local technical programs and technical colleges to the community?</td>
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<tr>
<td>42 Encourage schools to seek AED accreditation to benefit the school, students and employers?</td>
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<td>43 Offer scholarships?</td>
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<td>44 Offer loans?</td>
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<td>45 Offer the option for a student to “work off” the loan through post-graduation employment?</td>
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<td>46 Offer work-study opportunities?</td>
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<td>47 Offer part-time or full-time employment?</td>
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<td>48 Offer one-on-one career mentoring?</td>
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<td>49 Offer tool purchase assistance?</td>
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<tr>
<td>50 Offer technician “job shadowing” experiences to prospective student technicians?</td>
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<tr>
<td>PARAMETER</td>
<td>RATING</td>
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<tr>
<td>51 Offer dealer management “job shadowing” experiences to prospective student technicians?</td>
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<tr>
<td>52 Recognize students for significant academic and/or work accomplishments?</td>
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<tr>
<td>53 Include work-study and part-time students in company meetings and activities/events?</td>
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<tr>
<td>54 Design student work experiences to be meaningful rather than a place where the jobs “nobody wants to do” get done?</td>
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<tr>
<td>55 Pay a fair wage to student employees; one that speaks to the technician career opportunity?</td>
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<tr>
<td>56 Attend graduation ceremonies to demonstrate support for programs/students you work with?</td>
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<tr>
<td><strong>Participation in Student Technician Competitions – Do You...?</strong></td>
<td></td>
</tr>
<tr>
<td>57 Contribute time to working with technical competitions such as SkillsUSA?</td>
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<tr>
<td>58 Contribute financial, material, or facility resources for competitions such as SkillsUSA?</td>
<td></td>
</tr>
<tr>
<td>59 Financially support students’ participation in competitions such as SkillsUSA?</td>
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<tr>
<td>60 Sponsor local or regional technical competitions?</td>
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<tr>
<td>61 Help educate/train students to prepare for competing in these events?</td>
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<tr>
<td><strong>Recruitment Events – Do You...?</strong></td>
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<tr>
<td>62 Sponsor student career fairs and other recruiting events at your dealership?</td>
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<tr>
<td>63 Participate in career day events at technical schools or other locations?</td>
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<tr>
<td>64 Make career exploration presentations at high schools and post-secondary schools?</td>
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<tr>
<td>65 Prepare well for career presentations? Have the proper information, equipment and materials?</td>
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<tr>
<td>66 Sponsor/participate in events that present the technician career to parents?</td>
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<tr>
<td>67 Design recruitment programs that are targeted to other student decision influencers?</td>
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<tr>
<td>68 Offer tours of your dealership to parents and students?</td>
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<tr>
<td>69 Participate in meetings and events associated with schools and professional associations?</td>
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<tr>
<td>70 Make recruitment contacts through school organizations such as the PTA?</td>
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<tr>
<td>71 Always leave your audience with information about “who to contact” and “next steps?”</td>
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<tr>
<td>72 Follow up promptly with all the contacts you make in your recruitment efforts?</td>
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<tr>
<td>73 Bring in successful recent graduates and current technical students to speak as “peers?”</td>
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<tr>
<td>74 Target alumni of post-secondary technical programs for contacts, prospective employees?</td>
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<tr>
<td>75 Develop contacts with local public media to promote and recap your recruitment activities?</td>
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APPENDIX L

List of Supplemental Materials and Downloadable Documents
Available at www.AEDFoundation.org

1. Free PDF downloads: Student Recruitment Tools
   a. Recruitment Brochures
   b. Student/Dealer Scholarship and Loan Agreement
   c. Student/Dealer Internship Agreement
   d. Construction Equipment Technician Job Description
   e. Top 10 Needs of Schools with Equipment Technical Programs
   f. Top 10 Ways Dealers Can Grow Their Own Technicians
   g. AED Accredited School Contact List
   h. This guidebook: “Recruitment Guidebook for AED Member Dealers”
   i. Machines of Construction poster
   j. Technician Career Path poster
   k. AED-College of William and Mary Research
      1. Skills Gap - The Equipment Industry Technician Shortage: Causes, Impacts
         and Recommendations
      2. The Equipment Industry Technical Workforce: Addressing the Technician
         Shortage 2017 – includes State Playbooks

2. Online tools offered at no charge
   Links are also provided to federal government websites that provide information and
   assistance: the U.S. Department of Labor Employment Law Guide, the OSHA Small
   Business Handbook, and the Federal Motor Carrier Safety Administration (rules,
   regulations, and more).

   Construction Equipment Technology,” updated and published by The AED
   Foundation.
Acknowledgements

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<tr>
<th>Second Edition in 2012 – Technical Training Committee Members</th>
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<tbody>
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<td>Howell Tractor &amp; Equipment Co.</td>
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<tr>
<td>Gwinner, ND</td>
<td>Elk Grove Village, IL</td>
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